DOCUMENT RESUME

ED 398 967 JC 960 502

AUTHOR Takahata, Gail M.; Armstrong, William B.
TITLE Campus Climate Classified Staff Survey, Fall 1995.
INSTITUTION San Diego Community Coll. District, CA. Research and Planning.
PUB DATE May 96
NOTE 67p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Effectiveness; *College Environment; Community Colleges; *Employee Attitudes; Ethnic Discrimination; Job Satisfaction; *Morale; Multicampus Districts; *Organizational Climate; Quality of Working Life; School Surveys; Sex Discrimination; Two Year Colleges; *Work Environment
IDENTIFIERS San Diego Community College District CA

ABSTRACT

As part of a series of periodic assessments of campus climate, the San Diego Community College District (SDCCD), in California, conducted a survey of classified staff in November 1995. Questionnaires were mailed to 280 staff members at San Diego City College, San Diego Mesa College, and San Diego Miramar College, soliciting their perceptions of employee morale and relations, administration responsiveness, and other aspects of college climate. Study findings, based on responses from 57% (n=154) of the staff, included the following: (1) 81.3% indicated that they looked forward to going to work; (2) 79.2% thought that there was a positive climate for racial and ethnic diversity, while 72.7% thought that equal opportunities existed for women with respect to recognition, respect, and advancement; (3) approximately one-fifth of the staff indicated that they had occasionally or frequently been discriminated against because of their race/ethnicity or gender; (4) men were more likely than women to report that they had seen sexist, racist, or homophobic graffiti or heard disparaging comments about gays/lesbians; and (5) 67.5% felt that subtle discrimination was dealt with directly and immediately by administrators. Tables showing responses by college are included throughout. Appendixes include the survey instrument and survey responses by gender and ethnicity. (TGI)

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ED 398 967

Campus Climate Classified Staff Survey

Fall 1995

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Campus Climate Classified Staff Survey
Fall 1995

Executive Summary

Beginning in the late 1980's, policy makers and educators, concerned over declining transfer rates and the "uneven flow" of students through the community college system, began to question whether open access for all was a "noble end unto itself" (Eaton and Palmer, 1991). Given that community colleges are the entry point for higher education for many people, access without success amounted to nothing more than a "hollow promise" to some critics (Brint and Karabel, 1989).

Concern for the "uneven flow" of students through the community college system is reflected in several policies of this period: State Model Accountability System (AB1725), Student Right-to-know, Matriculation (AB3), Student Equity Policy, State Postsecondary Review Entity (SPRE), and Campus Climate (AB4071).

AB4071 (Vasconcellos, 1988), more commonly known as Campus Climate, directed the California Postsecondary Education Commission (CPEC) to examine the feasibility of undertaking a "program of systematic longitudinal data collection" to determine the "factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups" (CPEC, 1990). CPEC defines campus climate as "the formal and informal environment - both institutional and community-based - in which individuals learn, teach, work, and live in a postsecondary setting" (CPEC, 1990).

Even before most of the legislative mandates, the San Diego Community College District (SDCCD) engaged in periodic assessments of student perceptions of the educational experiences and student outcomes (for example, student profile and attrition reports, Student Equity measures, student satisfaction and matriculation services surveys, and student progress in the basic skills curriculum). The development of an instrument to assess student perceptions of campus climate began in Spring 1993. Campus climate survey instruments for faculty and classified staff were developed in Fall 1994. This report summarizes the results of the classified staff campus climate survey administered during the Fall 1995 term.

Methodology

The campus climate classified staff survey consisted of 65 multiple choice questions. Questions for the survey were chosen from a pool of over 800 questions contained in the CPEC guidebook for assessing campus climate and surveys used at other colleges and universities. Surveys were distributed

via school mail during the first week in November, 1995. Of the 280 surveys distributed, 10 were returned undelivered. Fifty-seven percent (N=154) returned completed surveys.

Findings

Overall, most SDCCD classified staff regarded their work environment as comfortable and supportive. The majority of them looked forward to going to work (81.3%), felt comfortable and had a sense of belonging (81.7%), and had somebody they trusted to seek help from on campus when there was a job related problem (66.1%). A large proportion of staff also stated that there was a positive climate for racial/ethnic diversity (79.2%) and equal opportunities for women in their department for recognition, respect, and advancement (72.7%).

The vast majority of staff (63.5 - 97.6%) indicated they had seldom or never heard insensitive or disparaging comments about women, racial/ethnic minorities, gays/lesbians, and people with disabilities on campus. Approximately one-quarter to half of the staff, however, indicated that they had been occasionally or frequently treated rudely by administrators, faculty, other staff, or students. In addition, approximately one-fifth of the staff indicated that they felt they had occasionally or frequently been discriminated against because of their race/ethnicity or gender.

The body of this report contains comparisons of survey responses among the three SDCCD colleges (Too few classified staff from ECC responded to the survey to report their result separately.) and comparisons by demographic characteristics of the respondents (e.g., gender, ethnicity) and by the number of years they had been employed at the campus.

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Campus Climate Classified Staff Survey

Fall 1995

I. Introduction

Beginning in the late 1980's, policy makers and educators, concerned over declining transfer rates and the "uneven flow" of students through the community college system, began to question whether open access for all was a "noble end unto itself" (Eaton and Palmer, 1991). Given that community colleges are the entry point for higher education for many people, access without succe amounted to nothing more than a "hollow promise" to some critics (Brint and Karabel, 1989).

Concern for the "uneven flow" of students through the community college system is reflected in several policies of this period: State Model Accountability System (AB1725), Student Right-to-know, Matriculation (AB3), Student Equity Policy, State Postsecondary Review Entity (SPRE), Campus Climate (AB4071).

Under the State Model Accountability System set forth in AB1725, colleges are required to collect and report data on student access, success, and satisfaction. Student right-to-know legislation requires all colleges receiving federal funding to report statistics in several areas, including student success (graduation rates, persistence and transfer rates).

Matriculation (AB3) is concerned with promoting and maintaining student access and successful goal attainment through admission, orientation, assessment, counseling and advisement, follow-up and evaluation activities. The Student Equity Policy adopted by the Board of Governors of California Community Colleges in 1992 is also concerned with students access and success. The State Postsecondary Review Entity (SPRE) require states to develop standards for postsecondary institutions. Of the fourteen federally mandated standards, several focus on student outcome measures - graduation/completion rates, withdrawal rates, placement rates, and licensure pass rates.

AB4071 (Vasconcellos, 1988), more commonly known as Campus Climate, directed the California Postsecondary Education Commission (CPEC) to determine the feasibility of undertaking a "program of systematic longitudinal data collection" to determine the "factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups" (CPEC, 1990). The legislation was a direct outgrowth of a University of California Student Association report concluded that the primary reason behind the

"chronically poor retention rates among persons of color and dismal admission rates among women in many graduate program. . . is differential treatment" (Knutsen, 1987).

The CPEC study recommended that colleges engage in a process of assessing its climate that fits the unique needs of the college, is ongoing, includes a variety of data collection methods (surveys, interviews, focus groups), and include faculty, staff, and student input. CPEC defines campus climate as "the formal and informal environment - both institutional and community-based - in which individuals learn, teach, work, and live in a postsecondary setting" (CPEC, 1990).

Even before most of the legislative mandates, the San Diego Community College District (SDCCD) engaged in periodic assessments of student perceptions of the educational experiences and student outcomes (for example, student profile and attrition reports, Student Equity measures, student satisfaction and matriculation services surveys, and student progress in the basic skills curriculum). The development of an instrument to assess student perceptions of campus climate began in Spring 1993; the survey was administrated in the Spring 1994 term. Campus climate survey instruments for faculty and classified staff were developed in Fall 1994. This report summarizes the results of the classified staff campus climate survey administered during the Fall 1995 term.

II. Methodology

The campus climate classified staff survey consisted of 65 multiple choice questions. Questions for the survey were chosen from a pool of over 800 questions contained in the CPEC guidebook for assessing campus climate and surveys used at other colleges and universities. A draft of the survey was reviewed at the District's Research and Planning Council. Council members were responsible for taking the survey back to their respective campuses and through their shared governance process. The survey was also reviewed by classified staff representatives from each of the colleges at a separate meeting.

Mailing labels, obtained from the District's personnel filed, included all classified staff (except food services and bookstore staff who could not be separated by campus). Surveys were distributed via school mail during the first week in November, 1995. Of the 280 surveys distributed, 10 were returned undelivered. Fifty-seven percent (N=154) returned completed surveys.

Space was provided for classified staff to make general comments. Comments covered a variety of topics: campus politics, diversity, working

conditions. Comments relating to specific questions are included under the appropriate question.

III. Finding and Discussion

- Characteristics of the Survey Sample

Questions 1-3 asked respondents about their gender, number of years they had worked at their campus, and their racial/ethnic background. There were 154 classified staff responded to the survey. The vast majority of respondents (79.2%) were women, and approximately one half (51.3%) were Caucasians. Too few classified staff from ECC responded to the survey to report their result separately. The characteristics of the sample are summarized in the table below.

Table 1: Demographic Characteristics of Survey Sample

	Number of Respondents Total N=154	
	Number	Percentage(%)
Campus		
City	36	23.4
Mesa	59	38.3
Miramar	36	23.4
No response	23	14.9
Gender		
Male	30	19.5
Female	122	79.2
No response	2	1.3
Years at the Campus		
3 years or less	24	15.6
4 to 6 years	42	27.3
7 to 10 years	30	19.5
11 to 15 years	19	12.3
16 or more years	35	22.7
No response	4	2.6
Racial/Ethnic Background		
American Indian	5	3.2
African American	19	12.3
Asian American	.5	3.2
Caucasian	79	51.3
Filipino	10	6.5
Latino	19	12.3
Middle Eastern	2	1.3
Pacific Islander	2	1.3
Other non-White	9	5.8
No response	4	2.6

- Assessing Campus Climate

Questions 4-28 asked the classified staff to indicate whether they "strongly agree," "agree," "disagree," or "strongly disagree" with statements related to their experiences and perceptions of the campus environment. For the ease and clarity, three conventions are used in summarizing the responses to questions 4-28. First, the term "agree" in the following sections includes "agree" and "strongly agree" responses to the questions, and the term "disagree" in the following sections includes "disagree" and "strongly disagree" responses to the questions. Second, the respondents who did not answer the questions were excluded from the analysis. Therefore, percentages in the body of this report are based on the number of respondents who answered the questions. Third, the term "districtwide" refers to responses by classified staff at City, Mesa, and Miramar colleges; Classified staff at the district office were not surveyed at this time. Additionally, statistically significant differences at .05 level between staff groupings (e.g., by campus, gender, etc.) are indicated with an asterisk in the accompanying graphs.

Question 4 : Most days I look forward to going to work.

Approximately 80% of classified staff at the three colleges indicated that they looked forward to going to work most days (Figure 1). Miramar College had the highest percentage of staff agreeing with the statement (91.4%), closely followed by City College (85.7%).

Question 5 : Employee morale is good at this campus.

Over 50% of respondents districtwide indicated that they thought the employee morale was good (Figure 1). Miramar College had the highest proportion of staff agreeing with the statement (66.6%) although the differences in the responses to the question were not significant by college.

Question 6 : In general, campus personnel treat students fairly and equally.

Approximately 85% of district staff agreed with the statement (Figure 1). The proportions of staff who indicated that they thought campus personnel treated students fairly were very similar for all the campuses.

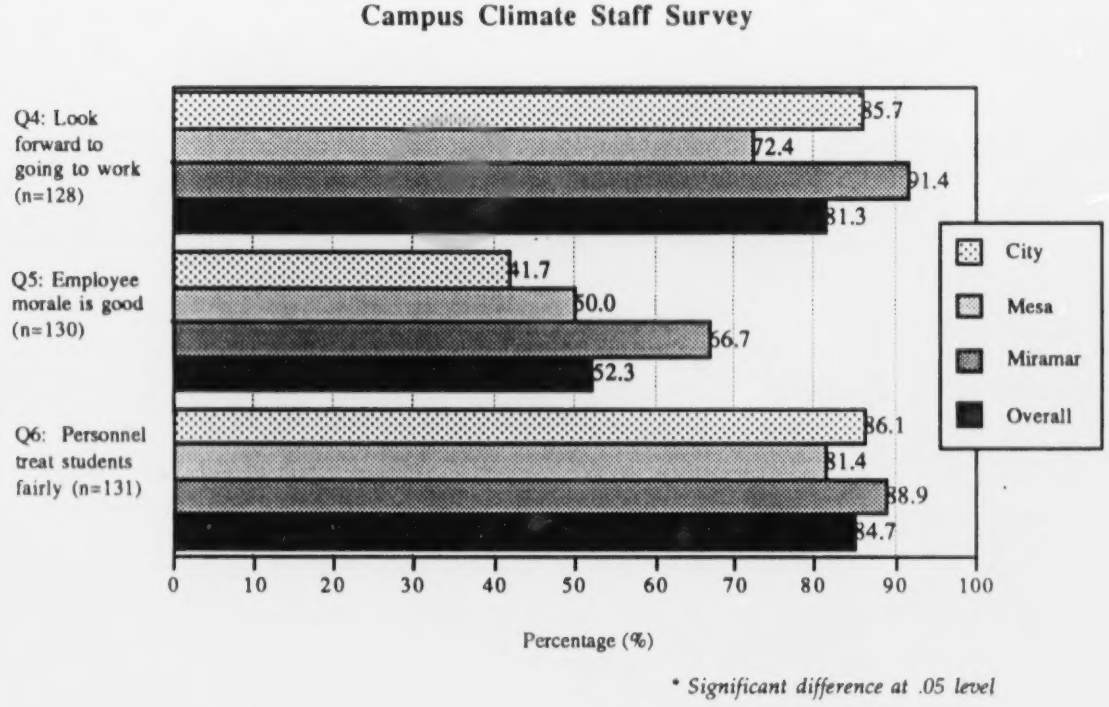


Figure 1: Percentages of staff who agreed or strongly agreed that they looked forward to going to work (Q4), employee morale was good (Q5), and campus personnel treated students fairly (Q6).

Question 7: This campus had achieved a positive climate for diversity.

The majority of respondents (79.2%) agreed that the campus had achieved a positive climate for diversity (Figure 2). The proportions of staff who agreed with the statement were approximately the same for all the colleges.

Question 8: Women in my department have equal opportunities with men for recognition, respect, and advancement.

Most classified staff in the district (72.7%) agreed that women had equal opportunities with men in their department (Figure 2). Miramar College had the highest percentage of staff indicating the equity in their department (88.9%). The differences between colleges in the responses to this question were small.

Question 9 : My colleagues are committed to the curtailment of sexual harassment.

The vast majority (83.8%) of the staff districtwide agreed that their colleagues were committed to the curtailment of sexual harassment (Figure 2). Miramar College had a somewhat higher proportion of staff (91.2%) indicating that their colleagues were committed to reduce sexual harassment in their workplace.

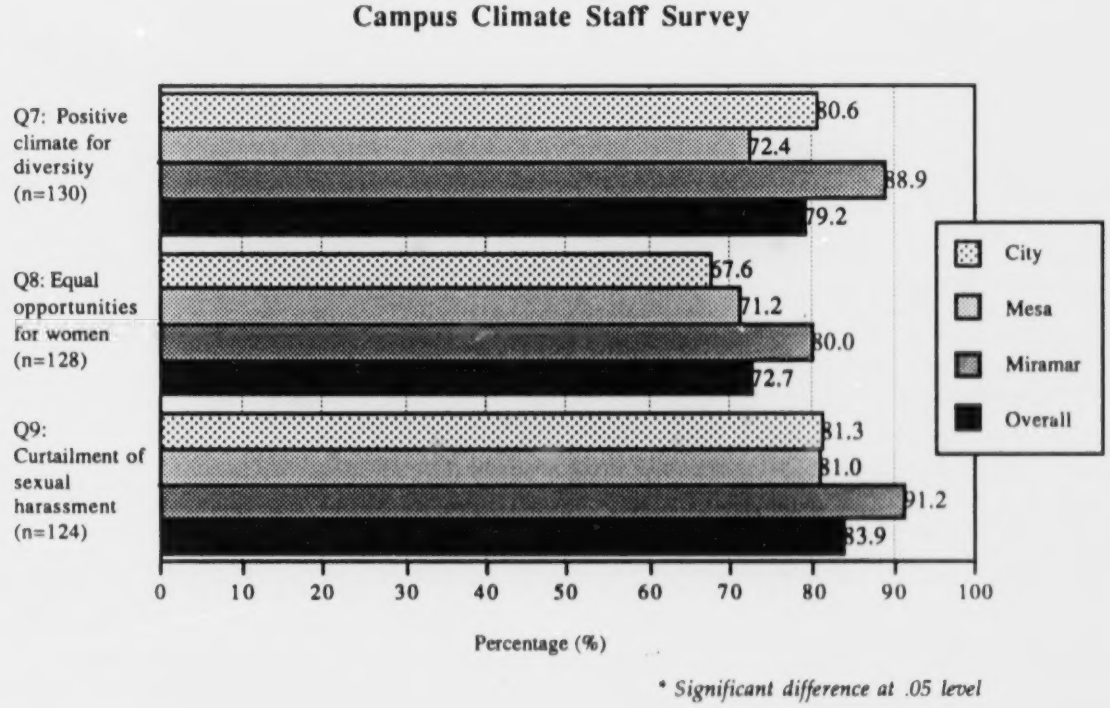


Figure 2 : Percentages of staff who agreed or strongly agreed that the campus had achieved a positive climate for diversity (Q7), women had equal opportunities with men (Q8), and their colleagues were committed to the curtailment of sexual harassment (Q9).

Question 10 : Too much emphasis is placed on achieving diversity.

Approximately 50% of classified staff districtwide stated that too much emphasis was placed on achieving diversity (Figure 3). The responses to this statement were very similar for all the colleges.

Question 11 : Campus administrators actively support shared governance.

Overall, 70.9% of the respondents agreed that the administrators actively supported shared governance (Figure 3). The proportions of respondents who agreed with the statement were very similar for all the colleges.

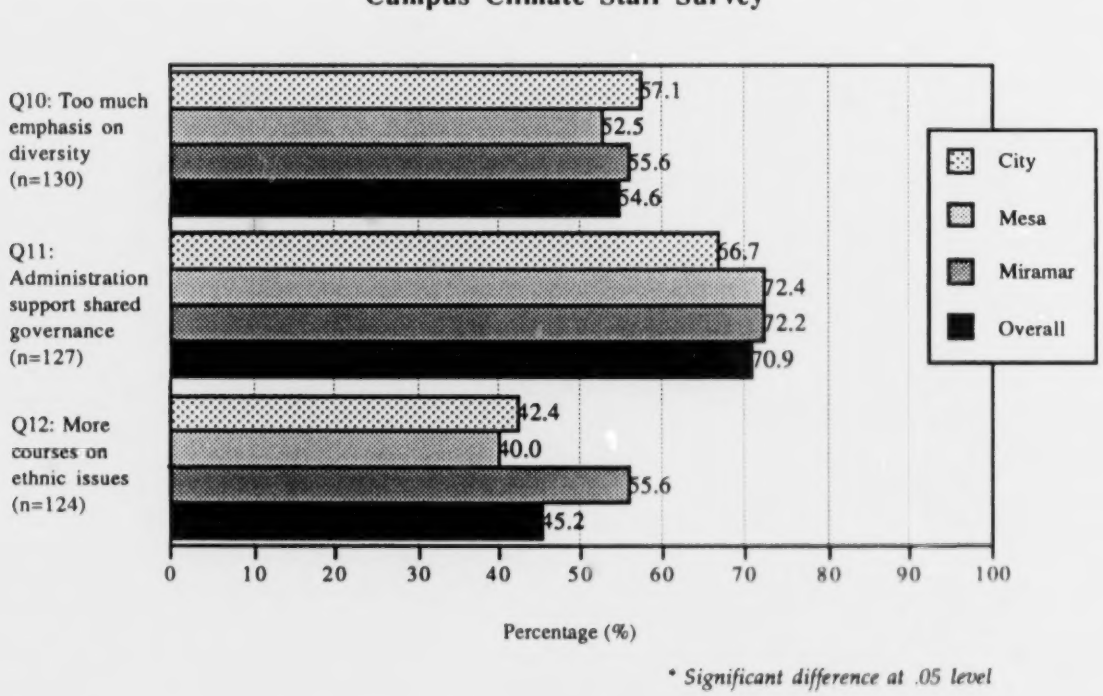


Figure 3 : Percentages of staff who agreed or strongly agreed that too much emphasis was placed on diversity (Q10), administration actively supported shared governance (Q11), and needed more courses related to racial/ethnic issues (Q12).

Question 12 : The campus should offer more courses related to ethnic issues.

Districtwide, approximately one half of the staff (45.2%) indicated that the campus should offer more courses related to ethnic issues (Figure 3). A slightly higher proportion of Miramar College respondents (55.6%) felt that the campus should offer more classes on ethnic issues compared to other colleges.

Question 13 : I feel comfortable at this campus and have a sense of belonging.

The vast majority of staff (81.7%) indicated that they were comfortable at their campus and had a sense of belonging (Figure 4). Miramar College had a slightly higher percentage of staff (88.9%) than other colleges agreeing with the statement.

Question 14 : The racial/ethnic composition of the classified staff should be representative of the student body.

Approximately one half of the respondents stated that the staff racial/ethnic composition should be representative of the student body (Figure 4). The responses to this question were similar for all the colleges.

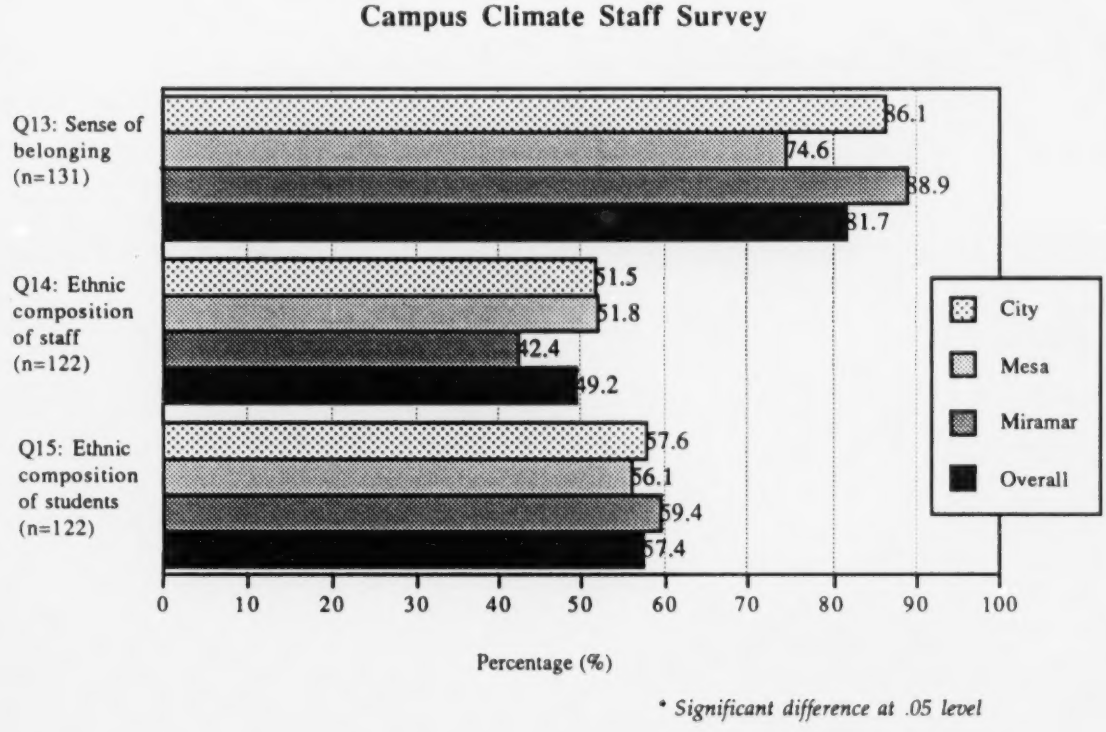


Figure 4 : Percentages of staff who agreed or strongly agreed that they felt comfortable and had a sense of belonging (Q13), ethnic composition of staff should represent students body (Q14), and ethnic composition of students should represent community (Q15).

Question 15 : The racial/ethnic composition of the student body should be representative of the local community.

Overall, 57.4% of respondents agreed that the racial/ethnic composition of the student body should be representative of the local community (Figure 4). The proportions of respondents who agreed with the statement were almost identical for all the colleges.

Question 16 : More consideration should be given to the needs and interests of disabled students.

Districtwide, 66.6% stated that more consideration should be given to the needs and interests of disabled students (Figure 5). Approximately 70% of Miramar and Mesa College respondents thought more consideration should be given to disabled students. A somewhat lower percentage of City College staff (54.5%) felt that more consideration should be given to the needs of disabled students.

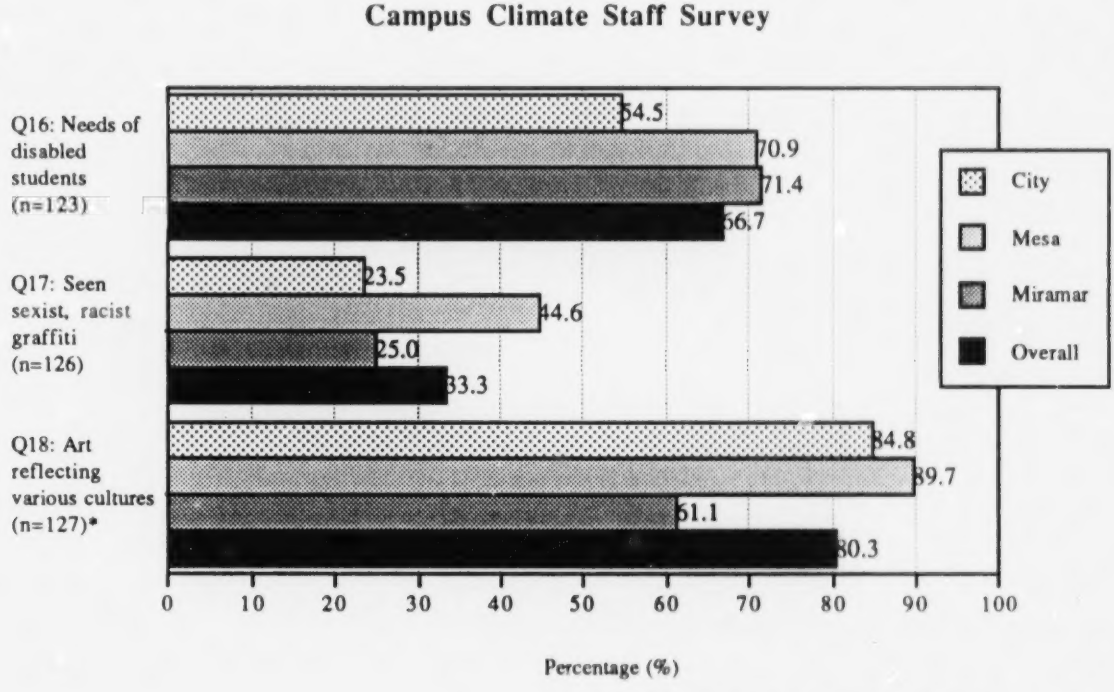


Figure 5 : Percentages of staff who agreed or strongly agreed that more consideration should be given to the needs of disabled students (Q16), had seen graffiti on campus (Q17), and seen art on campus reflecting various cultures (Q18).

Question 17 : I have seen sexist, racist, or homophobic graffiti on this campus (e.g., restrooms, buildings, etc.).

Approximately one third of staff districtwide indicated that they had seen graffiti on the campus (Figure 5). A somewhat larger proportion of Mesa College staff (44.6%) indicated that they had seen graffiti on the campus compared to City and Miramar College staff (23.5% and 25.0% respectively).

Question 18 : I have seen on campus art reflecting various racial/ethnic cultures.

The vast majority of respondents (80.4%) indicated that they had seen on campus art reflecting various racial/ethnic cultures (Figure 5). Miramar College respondents (61.1%) were significantly less likely than others to agree that they had seen art reflecting various cultures on campus, χ^2 (2, N=127) = 12.02, $p<.05$.

Question 19 : One problem with pursuing the goal of diversity is the hiring of unqualified staff and faculty.

Approximately 70% of the district staff agreed that one of the problem with pursuing diversity was hiring unqualified staff and faculty (Figure 6). The finding was consistent for all the colleges.

Question 20 : I have sufficient information about the campus to perform the duties of my job.

Overall, over 95% of respondents stated that they had sufficient information about the campus to perform their duties (Figure 6). The responses to this question were consistent across the district.

Question 21 : When <u>blatant</u> discrimination toward a person occurs based upon gender, race/ethnicity, age, disability, etc., campus administrators respond by dealing directly and immediately with the incident.

Most respondents (67.5%) agreed that the administrators responded to blatant discrimination by dealing directly and immediately with the incident (Figure 6). Miramar College had a slightly higher proportion of respondents (75.0%) agreeing with the statement than other colleges.

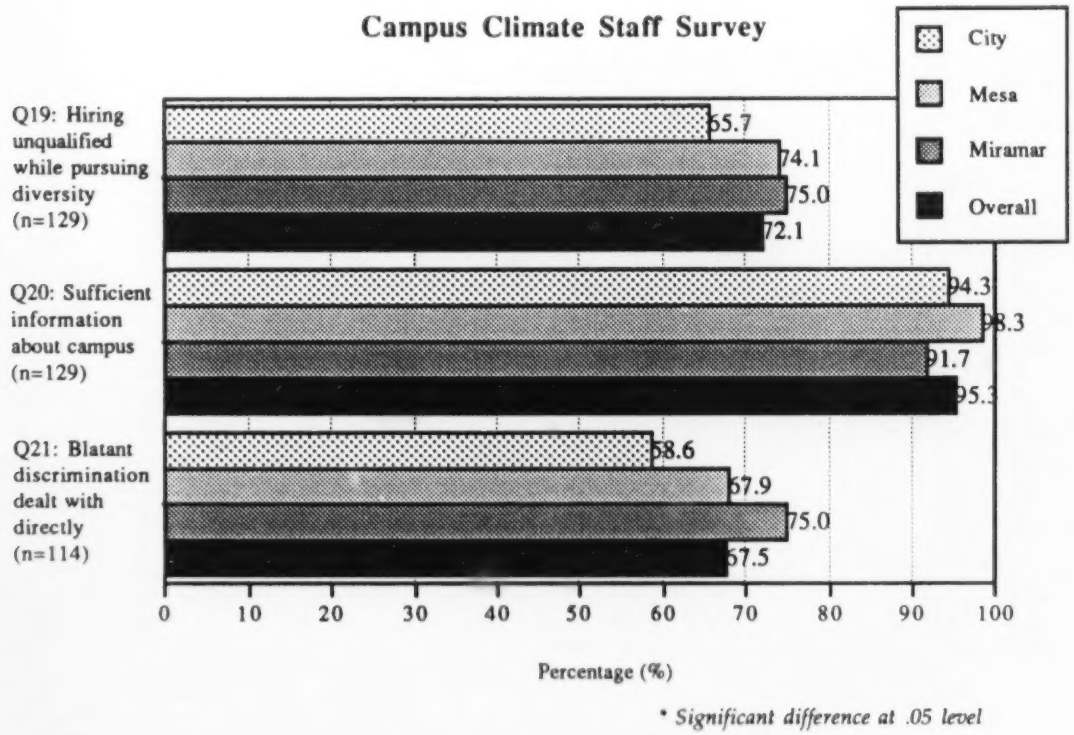


Figure 6: Percentages of staff who agreed or strongly agreed that one problem in pursuing diversity was hiring unqualified personnel (Q19), had sufficient information about the campus to perform their duties (Q20), and administration dealt with blatant discrimination directly and immediately (Q21).

Question 22: When subtle discrimination toward a person occurs based upon gender, race/ethnicity, age, disability, etc., campus administrators respond by dealing directly and immediately with the incident.

Over 50% of staff districtwide indicated that the administrators responded to subtle discrimination by dealing with it directly and immediately (Figure 7). Miramar College had the highest proportion of respondents (60.0%) agreeing with the statement.

Question 23 : Classified staff concerns and interests are heard by the campus administration.

Nearly 60% of staff felt that their concerns and interests were heard by the administrators (Figure 7). Miramar College staff were more likely to agree with the statement than other respondents.

Question 24 : Excellence in job performance is valued and rewarded at this campus.

Approximately one third of respondents (31.2%) agreed with the statement districtwide (Figure 7). The proportion of respondents agreeing with the statement was relatively higher at Miramar College (39.4%) than others.

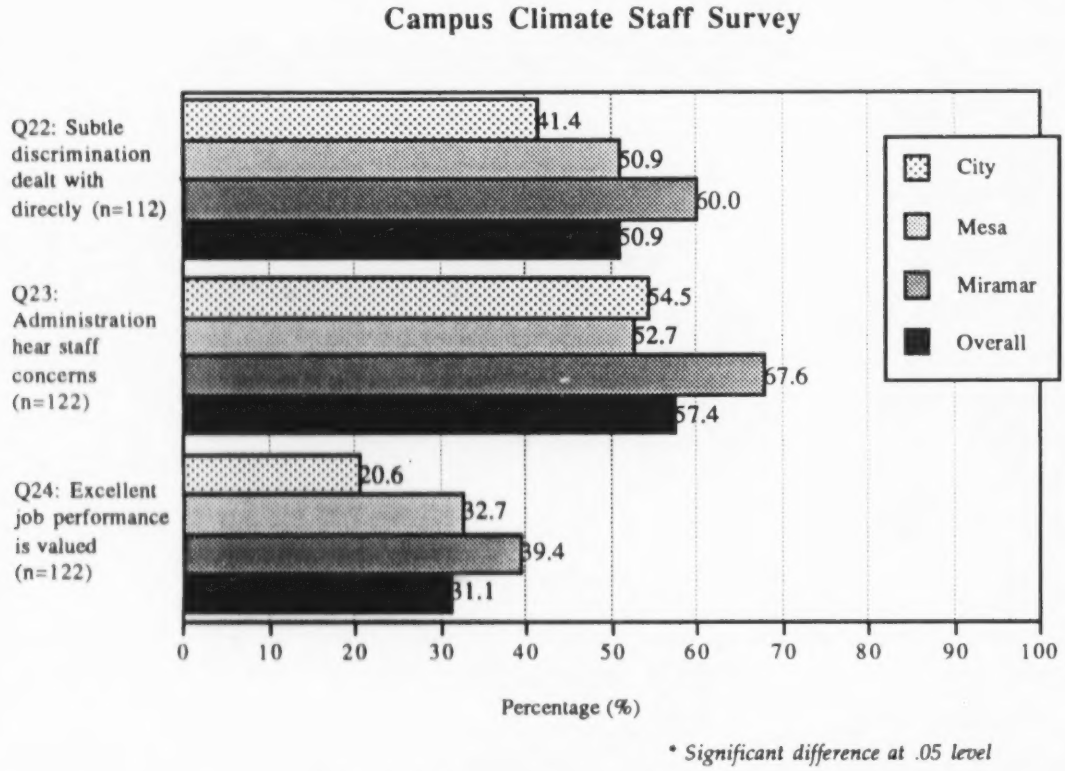


Figure 7 : Percentages of staff who agreed or strongly agreed that administration dealt with subtle discrimination directly and immediately (Q22), administration heard staff concerns (Q23), and excellence in job performance was valued (Q24).

Question 25 : I sometimes feel excluded from campus activities because of my racial/ethnic background.

Overall, 17.6% of respondents answered that they sometimes felt excluded from campus activities because of their racial/ethnic background (Figure 8). The staff at Miramar College were least likely to agree with the statement (8.3%), followed by City College staff (17.7%).

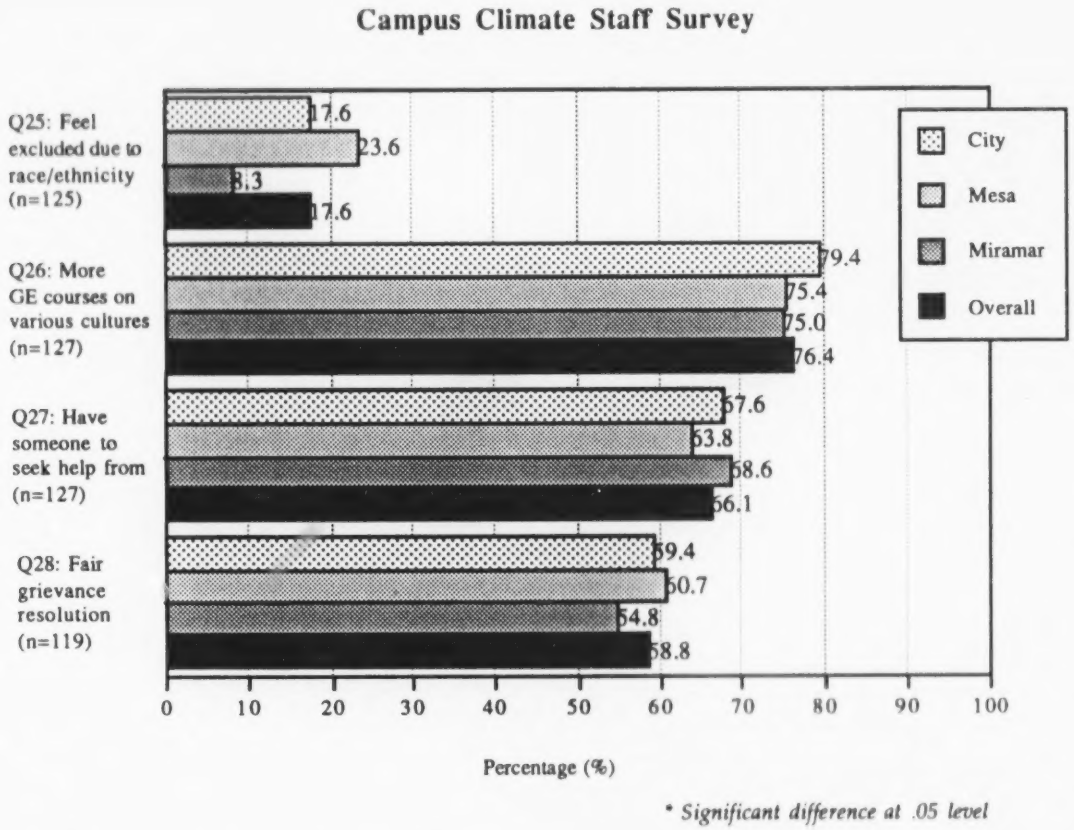


Figure 8 : Percentages of staff who agreed or strongly agreed that they felt sometimes excluded from campus activities because of their race/ethnicity (Q25), general education (GE) should include more courses on various cultures (Q26), had someone they trusted to seek help from on campus (Q27), and there was a fair procedure for grievance resolution (Q28).

Question 26 : General education courses should include information on a variety of racial/ethnic groups.

Approximately three quarters (76.4%) of the classified staff in the SDCCD agreed that general education courses should include information on a variety of racial/ethnic groups (Figure 8). The responses to this question were consistent across the district.

Question 27 : If I have a job-related problem, there is someone on campus I trust to seek help from.

Most respondents (66.1%) indicated that they had somebody on campus they trusted to seek help from (Figure 8). The percentages of respondents who agreed with this statement were almost identical for all the colleges.

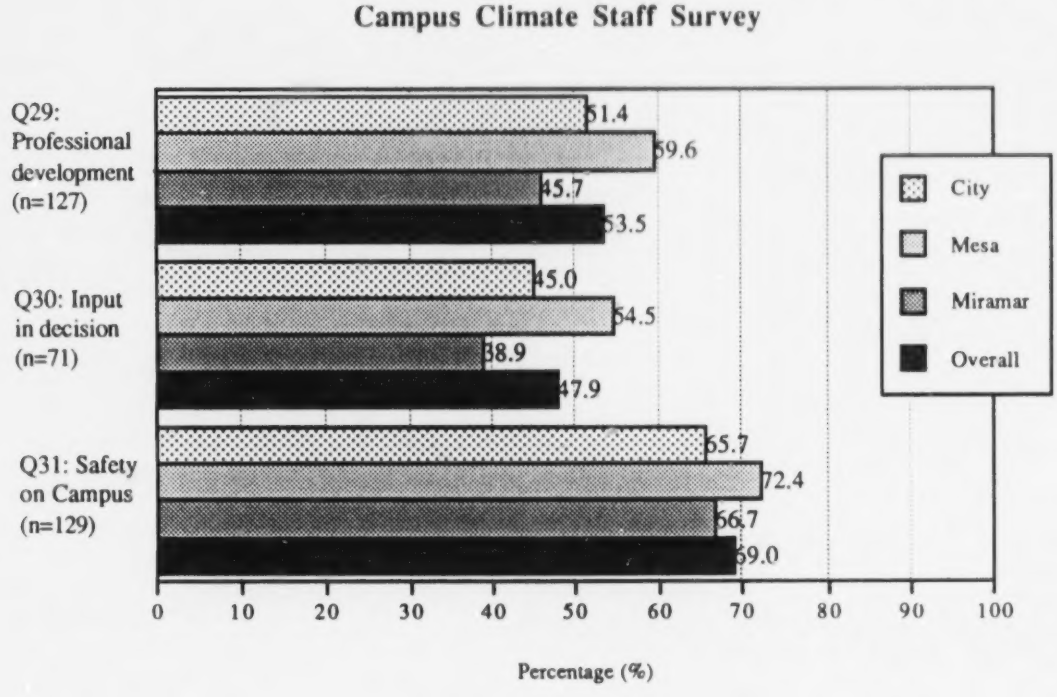
Question 28 : There is a fair and equitable procedure for resolving grievances.

Districtwide, 58.8% of respondents indicated that there was a fair and equitable procedure for resolving grievances (Figure 8). The responses to this question from all colleges were similar.

For questions 29 to 39, the respondents were asked to indicate their level of satisfaction with various aspects of their work environment. The scale used was from "1"(very satisfied) to "4"(very dissatisfied). For the ease of interpretation, the responses were re-scaled into a satisfaction ratio. The term "satisfied" in the following section includes "very satisfied" and "satisfied" responses, and the term "dissatisfied" includes "dissatisfied" and "very dissatisfied" responses.

Question 29 : Opportunities for professional development

Over 50% of respondents districtwide were satisfied with the opportunities for professional development in their department (Figure 9). Mesa College had a slightly higher percentage of staff satisfied (59.6%) with their opportunities for professional development compared to the other colleges. Some of the respondents commented that staff development classes were always full and needed to be held more often.



* *Significant difference at .05 level*

Figure 9 : Percentages of staff who were satisfied or very satisfied with the opportunities for professional development (Q29), input in decisions that affected them personally (Q30), and safety on campus (Q31).

Question 30 : Input in decisions that affect you personally

Approximately one half of the staff (47.9%) indicated that they were satisfied with the input in decisions that affected them (Figure 9). Mesa College respondents showed a somewhat higher rate (54.5%) of satisfaction with the input in decisions, followed by City College respondents (45.0%).

Question 31 : Safety on campus

Most district classified staff (69.0%) were satisfied with the safety on campus (Figure 9). One staff, however, commented that it was sometimes difficult to acquire safety devices (e.g., safety glasses) and had got the "run around" when making a request for them. Mesa College staff showed a somewhat higher rate of satisfaction (72.4%) regarding the campus safety than others.

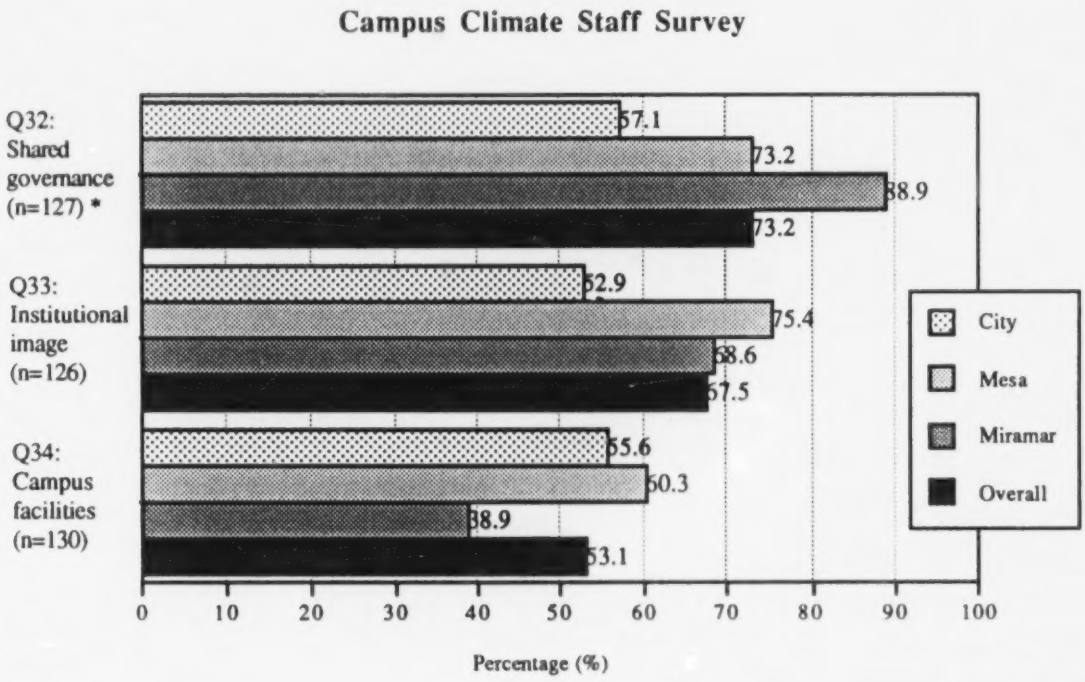


Figure 10 : Percentages of staff who were satisfied or very satisfied with the opportunities to participate in shared governance (Q32), institutional image (Q33), and campus facilities (Q34).

Question 32 : Opportunities to participate in shared governance

Nearly three quarters of respondents in the SDCCD (73.2%) were satisfied with the opportunities to participate in shared governance (Figure 10). Miramar College had a significantly higher proportion of staff (88.9%) satisfied with the opportunities for the shared governance compared to the others, χ^2 (2, N=127) = 9.12, p<.05.

Question 33 : Institutional image

Overall, 67.5% of staff were satisfied with the institutional image of their campus (Figure 10). Mesa College respondents were somewhat more likely to state that they were satisfied with the image of their campus (75.4%).

Question 34 : Campus facilities

More than one half of the respondents (53.1%) answered that they were satisfied with the campus facilities (Figure 10). A somewhat smaller proportion of Miramar College respondents indicated their satisfaction with the facilities (38.9%).

Question 35 : Interaction with faculty

Most respondents (71.3%) indicated that they were satisfied with the quality of interaction with faculty (Figure 11). Miramar College had the highest proportion of respondents (80.5%) indicating the satisfaction regarding the interaction with faculty.

Question 36 : Interaction with students

The vast majority (92.3%) of classified staff who responded indicated the satisfaction with the interaction with students (Figure 11). At all colleges, more than 85% of respondents indicated satisfaction.

Question 37 : Campus administrative leadership

Districtwide, 63.8% of respondents answered that they were satisfied with the leadership by campus administrators (Figure 11). City College staff were slightly less likely to indicate satisfaction (54.3%) compared to the staff at other colleges.

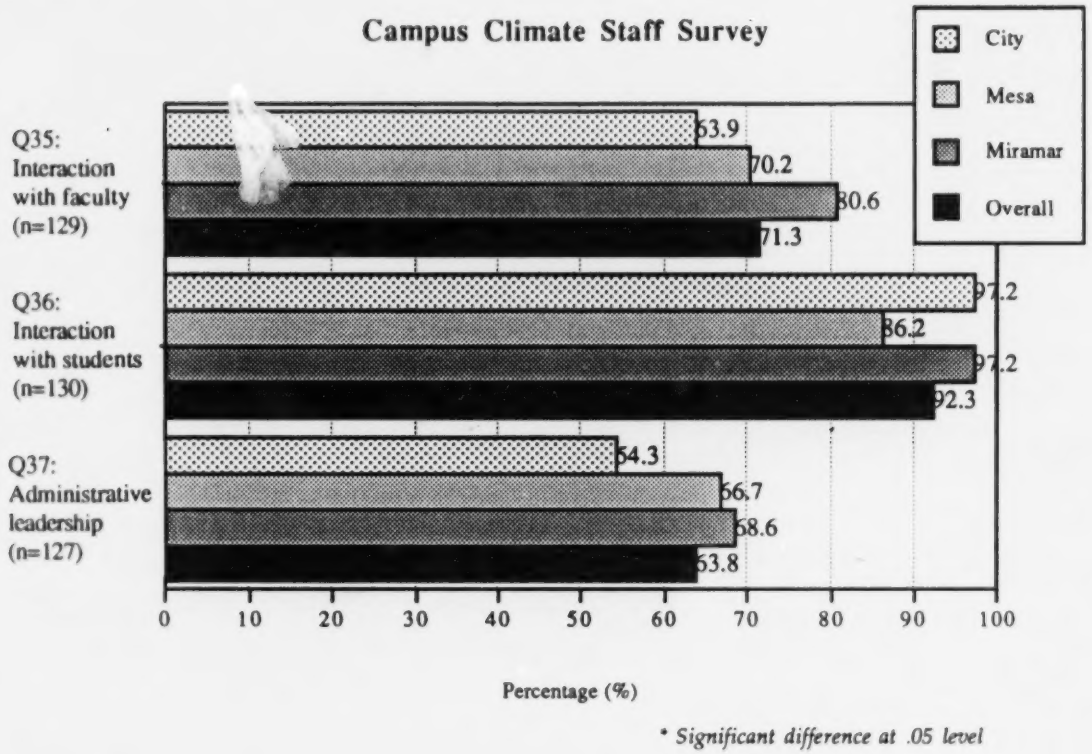


Figure 11: Percentages of staff who were satisfied or very satisfied with the interaction with faculty (Q35), interaction with students (Q36), and campus administrative leadership (Q37).

Question 38 : Extent to which the campus administration willingly share important information with you

Over 50% of respondents stated that they were satisfied with the extent to which the campus administrators willingly shared important information with them (Figure 12). A relatively smaller percentage of City College respondents indicated satisfaction (33.4%) compared to the others, χ^2 (2, N=129) = 8.03, $p<.05$. One of the respondents from City College commented that information was often received only after the fact and that it was uncertain if information was willingly withheld since classified staff did not have mail boxes.

Question 39 : Extent to which the campus administration encourage you to develop creative and innovative ideas

More than 50% of respondents districtwide indicated that they were satisfied with the extent to which the administrators encouraged them to develop creative and innovative ideas (Figure 12). Mesa College respondents were somewhat more likely to state they were satisfied with the encouragement from the administration (60.7%) than other respondents.

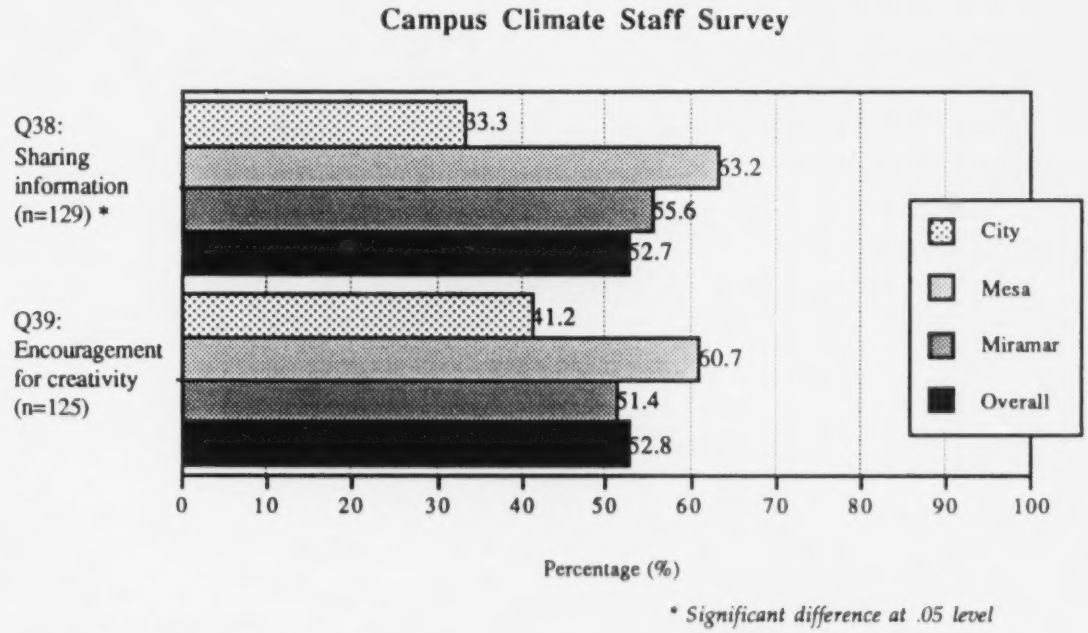


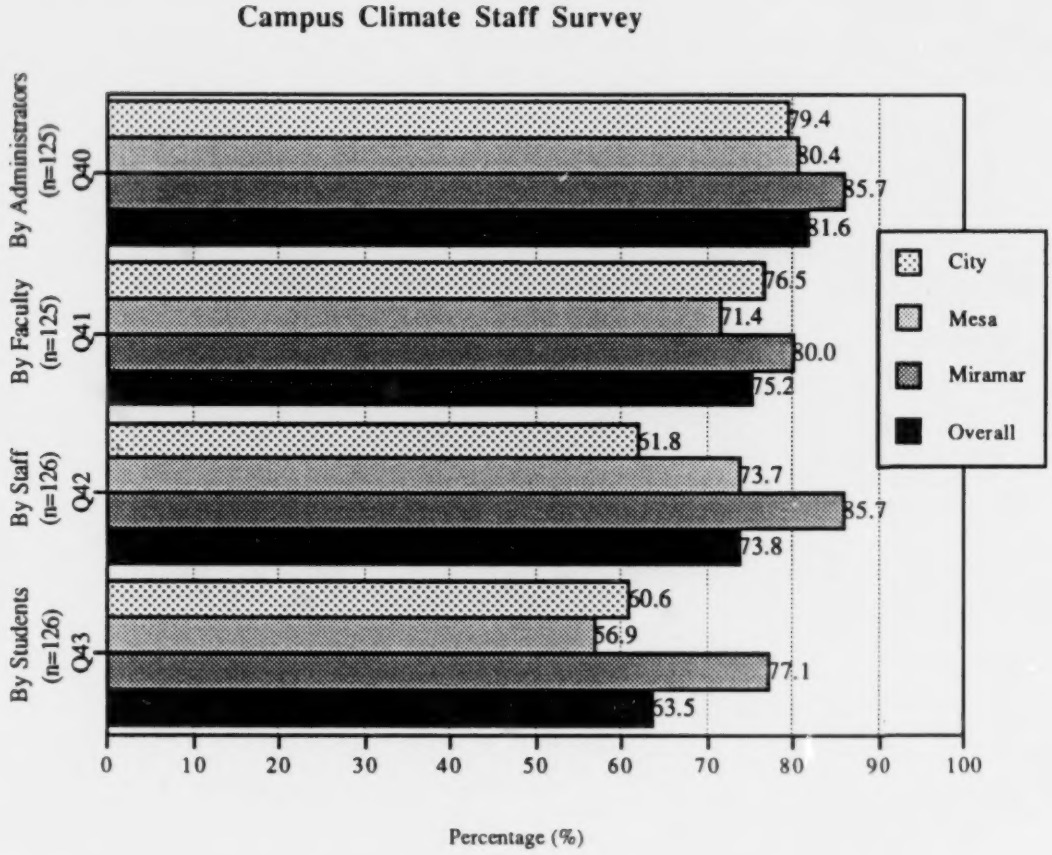
Figure 12 : Percentages of staff who were satisfied or very satisfied with the extent to which the administration willing shared important information (Q38), and the extent to which administration encouraged them to develop creative and innovative ideas (Q39).

Questions 40 to 65 asked staff to report the frequency with which they have heard insensitive or disparaging remarks about certain groups, been treated rudely, or been discriminated based on a particular attribute. The staff were asked to indicate the frequency of the incidents on a scale of "1" (frequently) to "4" (never). The response rates for questions 40 to 65 were approximately 80% (from 79.87% to 83.11%). Overall, most staff respondents indicated they had seldom or never heard the insensitive or disparaging comments, been treated rudely, or discriminated against on campus.

Questions 40 - 43 : Heard insensitive or disparaging comments about women made by :

Most respondents indicated that they had seldom or never heard insensitive or disparaging comments about women by the administrators (81.6%), faculty (74.6%), or classified staff (73.8%) at their campus. The proportion of City College staff indicating that they had occasionally or frequently heard other staff making the insensitive comments was somewhat higher (38.2%).

In addition, 36.5% of respondents districtwide stated that they occasionally or frequently heard students making insensitive or disparaging comments about women. The respondents at Mesa (43.1%) and City (39.4%) College were somewhat more likely to report such experiences with students.

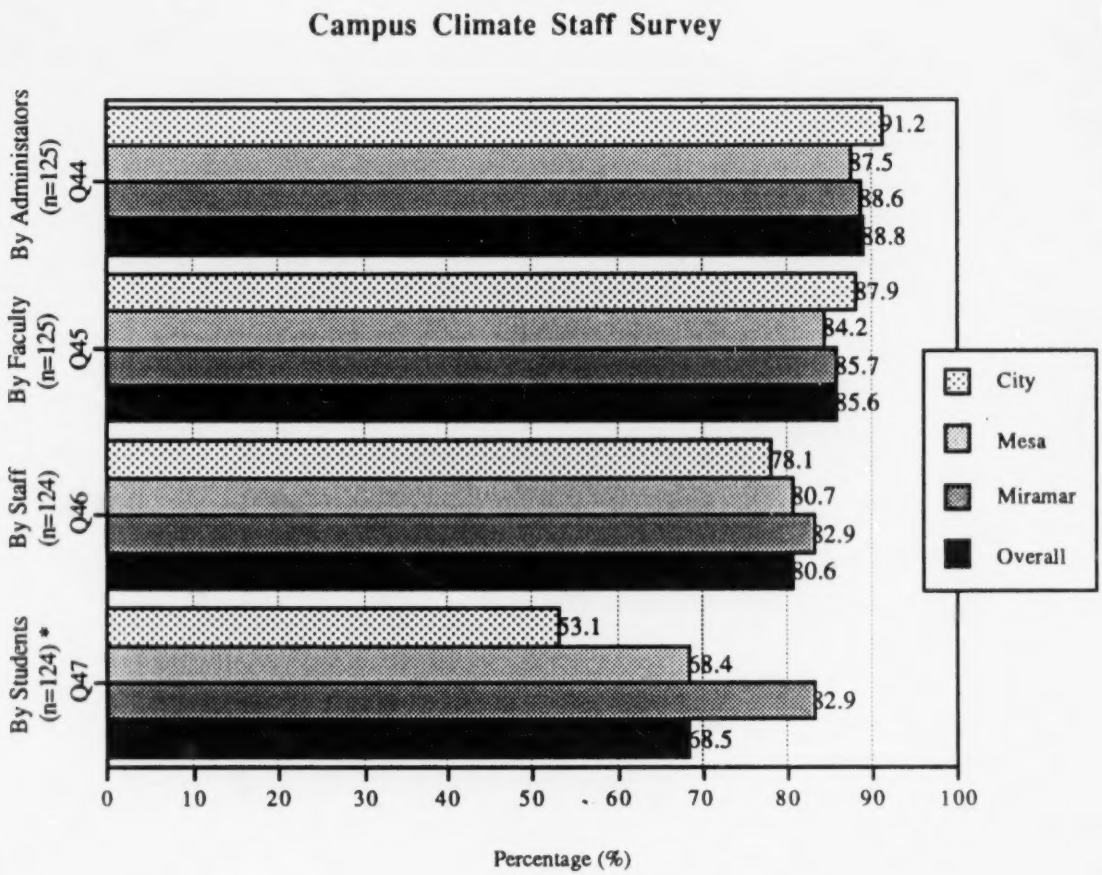


* *Significant difference at .05 level*

Figure 13 : Percentages of staff who had seldom or never heard insensitive or disparaging comments about women made by administrators (Q40), faculty (Q41), staff (Q42), and students (Q43).

Questions 44 - 47 : Heard insensitive or disparaging comments about racial/ethnic minorities made by :

The majority of staff indicated that they had seldom or never heard insensitive or disparaging comments about racial/ethnic minorities by administrators (88.8%), faculty (85.6%), or staff (80.7%) at their campus. In contrast, a somewhat higher percentage of the staff districtwide (31.4%) indicated that they had heard the insensitive or disparaging comments made by students at their campus. Miramar College staff (17.1%) were significantly less likely to state that they had occasionally or frequently heard the insensitive comments by students, χ^2 (2, N=124) = 6.85, p<.05.

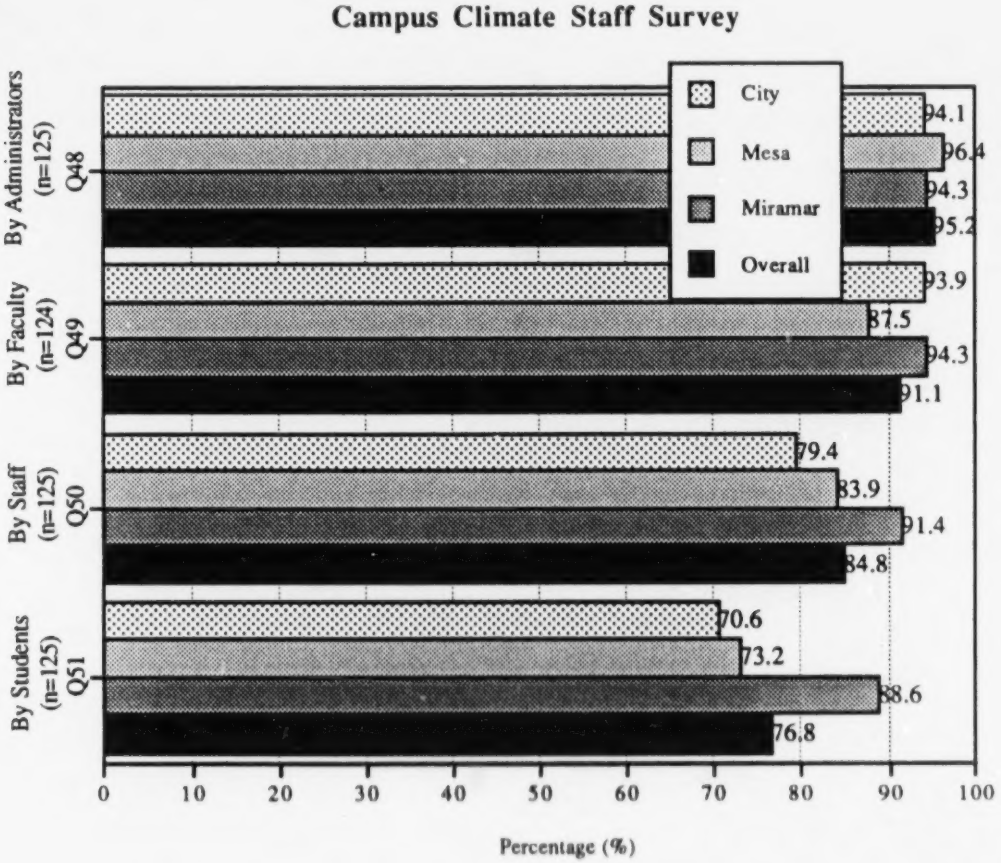


** Significant difference at .05 level*

Figure 14 : Percentages of staff who had seldom or never heard insensitive or disparaging comments about racial/ethnic minorities made by administrators (Q44), faculty (Q45), staff (Q46), and students (Q47).

Questions 48 - 51: Heard insensitive or disparaging comments about gays/lesbians made by:

The vast majority indicated that they had seldom or never heard insensitive or disparaging comments about gays/lesbians by administrators (95.2%), faculty (91.1%), staff (84.8%), or students (76.8%) at their campus. Miramar College respondents were somewhat more likely than other respondents to state that they had seldom or never heard the comments about gays/lesbians made by staff or students.

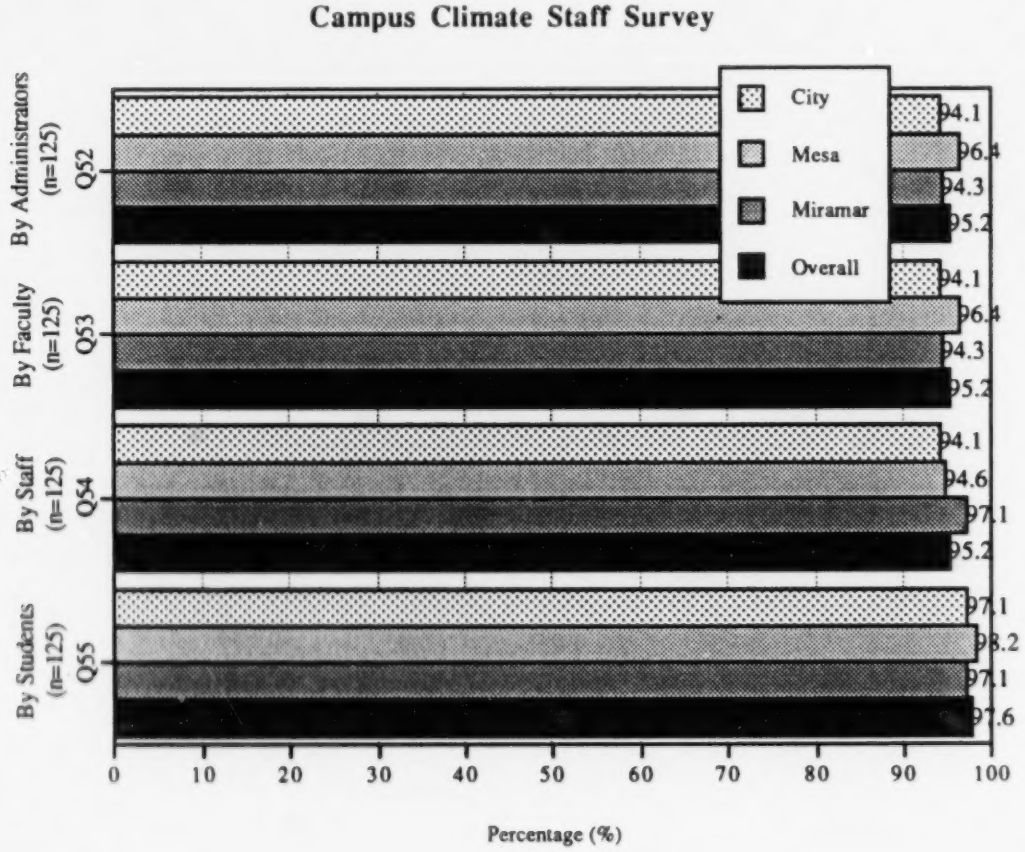


* *Significant difference at .05 level*

Figure 15: Percentages of staff who had seldom or never heard insensitive or disparaging comments about gays/lesbians made by administrators (Q48), faculty (Q49), staff (Q50), and students (Q51).

Questions 52 - 55 : Heard insensitive or disparaging comments about people with disabilities made by :

Approximately 95% of staff indicated that they had seldom or never heard insensitive or disparaging comments about people with disabilities made by administrators (95.2%), faculty (95.2%), staff (95.2%), or students (97.6%) at their campus. This finding was consistent across all the SDCCD campuses.



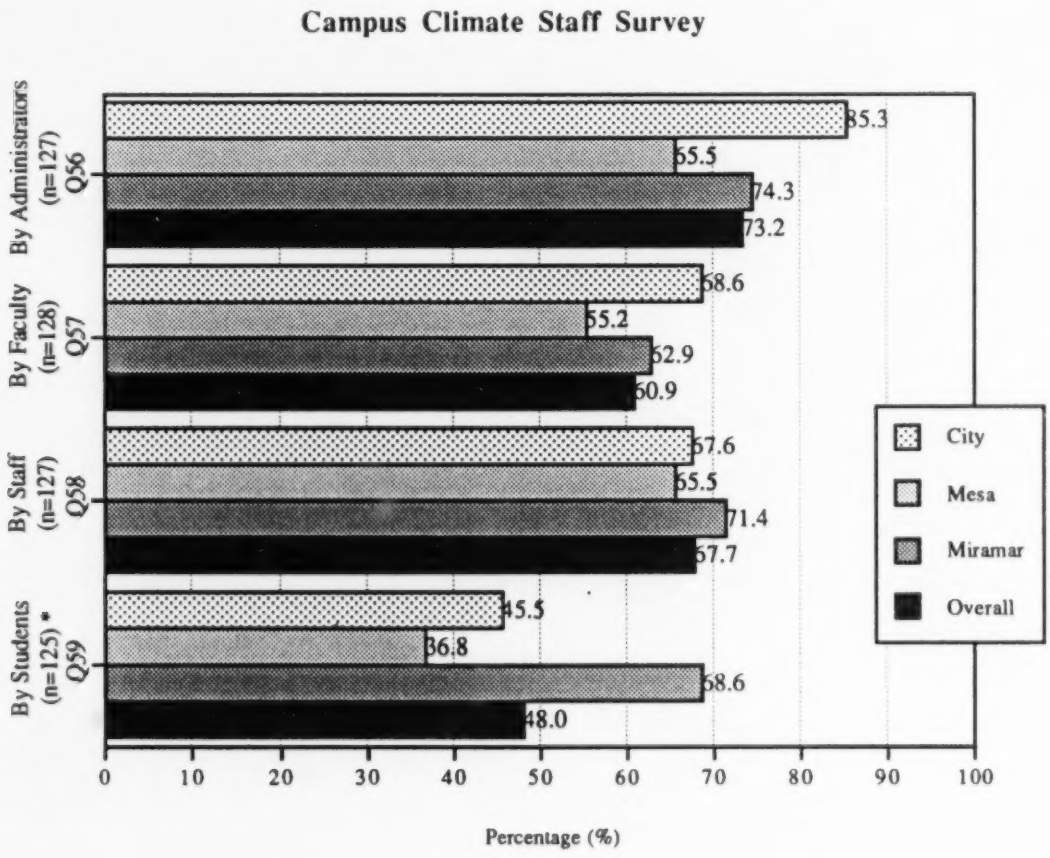
* *Significant difference at .05 level*

Figure 16 : Percentages of staff who had seldom or never heard insensitive or disparaging comments about people with disabilities made by administrators (Q52), faculty (Q53), staff (Q54), and students (Q55).

Question 56 - 59 : Been treated rudely by :

Districtwide, approximately one quarter to one third of staff reported that they had been treated rudely by administrators (26.8%), faculty (39.1%), or staff (32.2%) at their campus. Mesa College staff were somewhat more likely to state they had been treated rudely by administrators (34.4%), faculty (44.8%), or staff (34.4%) compared to the others.

More than one half of staff districtwide answered that they had been occasionally or frequently treated rudely by students (52.0%). The proportion of staff reporting such experiences with students was significantly higher at Mesa College (63.2%, χ^2 (2, N=125) = 8.86, p<.05), followed by City College (54.6%).



* *Significant difference at .05 level*

Figure 17: Percentages of staff who had seldom or never been treated rudely by administrators (Q56), faculty (Q57), staff (Q58), and students (Q59).

Question 60 - 65 : Been discriminated against because of my :

The vast majority of respondents indicated that they had seldom or never been discriminated against based on their race/ethnicity (78.4%), gender (79.2%), sexual orientation (95.9%), disability (93.5%), religion (97.6%), or age (87.1%). At Mesa College, the respondents were somewhat less likely to report that they experienced race/ethnic based discrimination (14.0%) compared to other colleges. City College respondents were somewhat more likely to indicate that they experienced discrimination based on their gender (31.4%), but less likely to indicate experiencing age discrimination (8.8%).

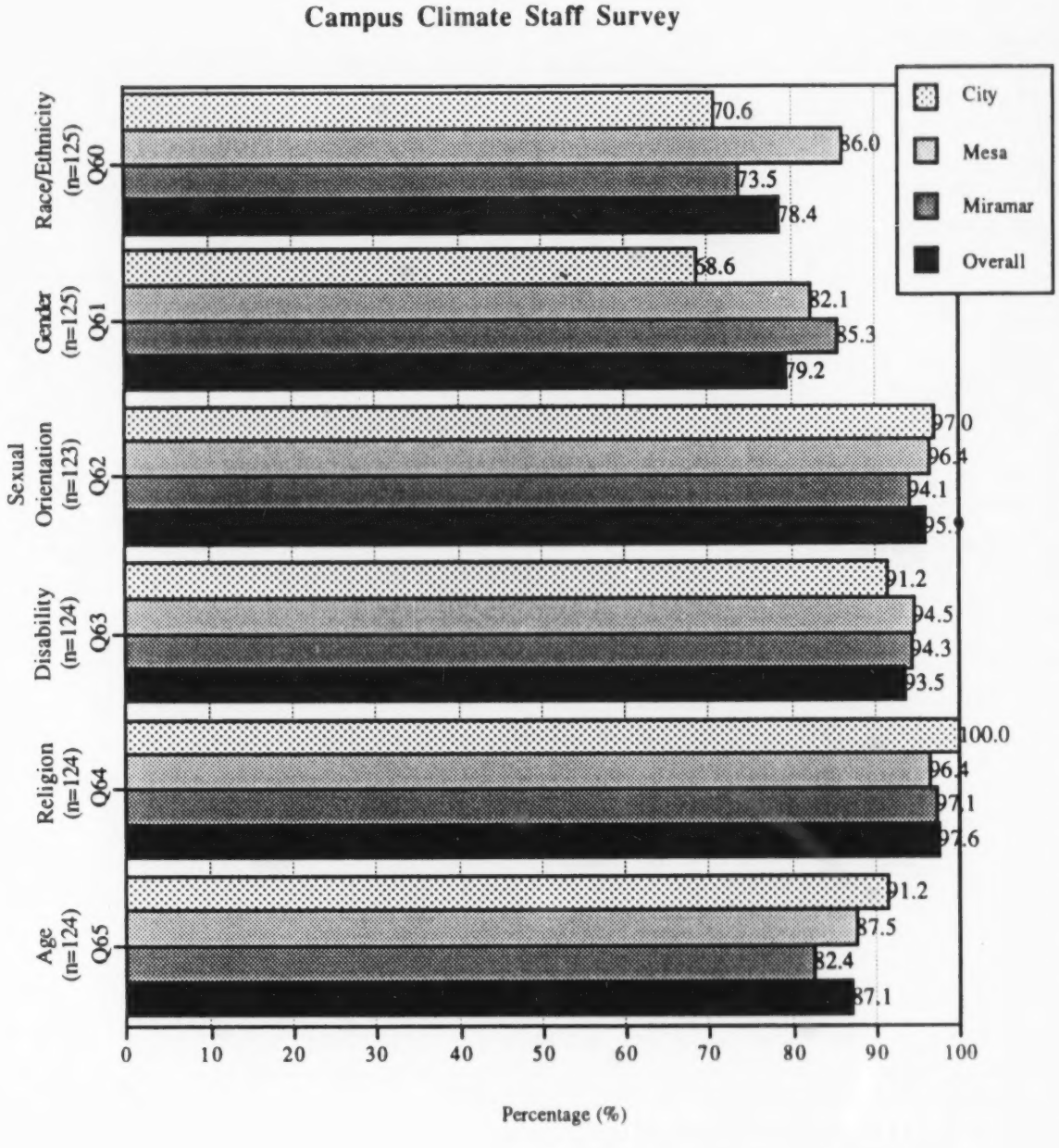


Figure 18: Percentages of staff who indicated that they had seldom or never been discriminated against because of race/ethnicity (Q60), gender (Q61), sexual orientation (Q62), disability (Q63), religion (Q64), and age (Q65).

The data were broken down to examine whether there were differences in experiences and perceptions of the campus environment among staff groupings by gender, race/ethnicity, or length of employment at the campus.

- **Comparison by Gender**

Overall, there were only minor differences between men (N=30) and women (N=122) in how they responded to the survey questions (Appendices B - 4 to 6). There were a few questions to which men and women answered differently. Male respondents (56.7%) were more likely than women (28.4%) to state that they had seen sexist, racist, or homophobic graffiti on campus (Q17: χ^2 (1, N=146) = 7.22, p<.05). Men were also more likely to indicate that they had occasionally or frequently heard insensitive or disparaging comments about gays/lesbians by staff (Q50: 37.9%) or students (Q51: 48.3%) compared to women (Q50: 9.6% and Q51: 17.4% - Q50: χ^2 (1, N=144) = 12.28, p<.05; Q51: χ^2 (1, N=144) = 10.59, p<.05).

- **Comparison by Ethnicity**

Due to the small case numbers for most ethnic groups (Table 1), this study only compares Caucasian (N=79) and non-Caucasian respondents (N=75) in responding to the survey questions (Appendix B - 7). There were some differences in the way they answered questions regarding fairness and ethnic diversity on campus. Caucasian staff were more likely than minority staff to feel the campus personnel treated students fairly (Q6: 91.1% vs. 76.8% - χ^2 (1, N=148) = 4.72, p<.05) and to feel that the campus had achieved enough diversity (Q7: 85.9% vs. 71.0% - χ^2 (1, N=147) = 4.01, p<.05 and Q10: 61.5% vs. 41.2% - χ^2 (1, N=146) = 5.24, p<.05). Caucasian staff were also less likely to feel that the campus needed to offer more courses related to racial/ethnic issues (Q12: 29.7% vs. 66.7% - χ^2 (1, N=143) = 18.08, p<.05) and that racial/ethnic composition of staff should represent the student body (Q14: 32.0% vs. 68.2% - χ^2 (1, N=141) = 16.97, p<.05).

The majority of respondents stated that they had seldom or never heard insensitive/disparaging comments about certain groups with particular attributes, been treated rudely or discriminated on campus (Appendix B - 9). Non-Caucasian respondents were more likely than Caucasians to indicate that they had occasionally or frequently heard insensitive or disparaging comments about racial/ethnic minorities made by administrators (Q44: 18.2% vs. 5.3% - χ^2 (1, N=141) = 4.55, p<.05), faculty (Q45: 27.3% vs. 5.3% - χ^2 (1, N=141) = 11.22, p<.05), or staff (Q46: 33.8% vs. 6.7% - χ^2 (1, N=140) = 14.82,

p<.05). Additionally, higher percentages of Non-Caucasian staff indicated that they had been discriminated against because of their race/ethnicity (Q60: 36.4% vs. 6.6% - χ^2 (1, N=142) = 17.49, p<.05) and age (Q65: 21.5% vs. 7.9% - χ^2 (1, N=141) = 4.29, p<.05).

- **Comparison by Years at the Campus**

There were several differences in survey responses by the number of years respondents worked at the campus. The differences were more pronounced when the questions concerned equity in the workplace and participation in administrative functions (Appendix B - 10). Staff with 3 or less years of employment (86.4%) were more likely than older staff (46.4 - 76.5%) to agree that there was a fair and equitable procedure for conflict resolution (Q28: χ^2 (4, N=138) =12.52, p<.05). A higher percentage of staff with 3 or less years at the campus (89.5%) stated that the campus administration dealt with blatant discrimination directly and immediately compared to staff who had worked longer (44.8 - 72.4%, Q21: χ^2 (4, N=131) = 12.17, p<.05). In addition, most staff with 3 or less years of employment (66.7%) believed excellence in job performance was valued at the campus while less than 30% of staff with more than 3 years at the campus stated likewise (Q24: χ^2 (4, N=142) =17.51, p<.05).

Overall, staff with 3 or less years at the campus indicated higher levels of satisfaction with various aspects of campus environment (Appendix B - 11). The staff with 4 - 6 and 16 or more years of employment were less satisfied than others with the inputs in decision making. Less than one third of classified staff with 4 - 6 years (28.6%) and 16 or more years (29.4%) were satisfied with the inputs in decision making. In contrast, more than one half (57 - 75.0%) of the rest of classified staff indicated satisfaction (Q30: χ^2 (4, N=76) = 9.94, p<.05). The staff who had worked longer tended to express dissatisfaction with the campus administrative leadership. The satisfaction ratio was 91.3% for staff with 3 or less years at the campus compared to 50.0 - 67.5% for staff with longer employment at the campus (Q37: χ^2 (4, N=144) =11.79, p<.05). Furthermore, the vast majority (82.6%) of staff with 3 or less years were satisfied with the extent to which administration shared important information whereas less than one half of older staff expressed satisfaction (Q38: χ^2 (4, N=148) = 10.85, p<.05).

The frequencies with which respondents heard insensitive comments about certain groups of people were shown in Appendix B - 12. The staff with 11 - 15 years of employment at the campus (N=19) were most likely to report the experiences of hearing the comments about women made by administrators (33.3% compared to 4.3 - 24.2% of others), faculty (52.6%

compared to 13.0 - 25.0% of others - χ^2 (4, N=143) = 12.78, $p<.05$), staff (52.7% compared to 19.5 - 27.6% of others), or students (52.7% compared to 25.0 - 36.6% of others). There were no significant differences by the number of years at the campus in the frequency of hearing insensitive comments about racial/ethnic minorities, gays/lesbian, or people with disabilities.

Most respondents stated that they had been seldom or never been treated rudely by administrators (73.8%), faculty (59.6%), or staff (68.3%). The respondents with fewer years of employment on the campus tended to indicate fewer incidents of being treated rudely (Appendix B - 13). For the district staff with 7 or more years of employment, approximately one-third answered that they had occasionally or frequently been treated rudely by administrators. The majority of respondents with 3 years or less at the campus (83.3%) answered that they had seldom or never had been treated rudely by faculty. On the contrary, approximately one half of the respondents with more than 3 years at the campus indicated that they had been occasionally or frequently treated rudely by faculty.

Summary

Overall, most staff regarded their work environment as comfortable and supportive. The majority of them looked forward to going to work (Q4: 81.3%), felt comfortable and had a sense of belonging (Q13: 81.7%), and had somebody they trusted to seek help from on campus when there was a job related problem (Q27: 66.1%). A large proportion of staff also stated that there was a positive climate for racial/ethnic diversity (Q7: 79.2%) and equal opportunities for women in their department for recognition, respect, and advancement (Q8: 72.7%).

The vast majority of staff (63.5 - 97.6%) indicated they had seldom or never heard insensitive or disparaging comments about women, racial/ethnic minorities, gays/lesbians, and people with disabilities on campus. Approximately one quarter to half of the staff, however, indicated that they had been occasionally or frequently treated rudely by administrators, faculty, other staff, or students. In addition, approximately one-fifth of the staff indicated that they felt they had occasionally or frequently been discriminated against because of their race/ethnicity or gender.

There were some differences in responses to questions by their demographic characteristics. Men were more likely to state that they had seen sexist, racist, or homophobic graffiti and that they had occasionally or frequently heard insensitive or disparaging comments about gays/lesbians. Caucasians were more likely than members of other racial/ethnic groups to indicate that too much emphasis was placed on diversity and less likely to agree that the campus should offer more courses on various cultures. Staff who had been employed longer at the campus tended to be less satisfied with their participation in decision making and administration sharing important information with them. Newer staff were more likely to agree that there was fairness and equity in their department and to show higher levels of satisfaction with various aspects of work environment.

Appendices

A. Campus Climate Survey

B. Survey Responses

Appendix A

San Diego Community College District
Campus Climate Staff Survey

Please answer the following questions about yourself:

1. Gender: 1. female 2. male

2. Number of years at your campus
   1. 3 years or less
   2. 4 - 6 years
   3. 7 - 10 years
   4. 11 - 15 years
   5. 16 or more years

3. Racial/ethnic background:
   1. American Indian
   2. African American
   3. Asian
   4. Caucasian
   5. Filipino
   6. Latino
   7. Middle Eastern
   8. Pacific Isalnder
   9. Other non-White

Please indicate the extent to which you agree or disagree with the following statements:

	strongly agree	agree	disagree	strongly disagree
4. Most days I look forward to going to work.	1	2	3	4
5. Employee morale is good at this campus.	1	2	3	4
6. In general, campus personnel treat students fairly and equally.	1	2	3	4
7. This campus has achieved a positive climate for diversity.	1	2	3	4
8. Women in my department have equal opportunities with men for recognition, respect, and advancement.	1	2	3	4
9. My colleagues are committed to the curtailment of sexual harassment.	1	2	3	4
10. Too much emphasis is placed on achieving diversity.	1	2	3	4
11. Campus administrators actively support shared governance.	1	2	3	4
12. The campus should offer more courses related to ethnic issues.	1	2	3	4
13. I feel comfortable at this campus and have a sense of belonging.	1	2	3	4
14. The racial/ethnic composition of the classified staff should be representative of the student body.	1	2	3	4
15. The racial/ethnic composition of the student body should be representative of the local community.	1	2	3	4
16. More consideration should be given to the needs and interests of disabled students.	1	2	3	4

	strongly agree	agree	disagree	strongly disagree
17. I have seen sexist, racist, or homophobic graffiti on this campus (e.g., restrooms, buildings, etc.).	1	2	3	4
18. I have seen on campus art reflecting various racial/ethnic cultures.	1	2	3	4
19. One problem with pursuing the goal of diversity is the hiring of unqualified staff and faculty.	1	2	3	4
20. I have sufficient information about the campus to perform the duties of my job.	1	2	3	4
21. When **blatant** discrimination toward a person occurs based upon gender, race/ethnicity, age, disability, etc., campus administrators respond by dealing directly and immediately with the incident.	1	2	3	4
22. When **subtle** discrimination toward a person occurs based upon gender, race/ethnicity, age, disability, etc., campus administrators respond by dealing directly and immediately with the incident.	1	2	3	4
23. Classified staff concerns and interests are heard by the campus administration.	1	2	3	4
24. Excellence in job performance is valued and rewarded at this campus.	1	2	3	4
25. I sometimes feel excluded from campus activities because of my racial/ethnic background.	1	2	3	4
26. General education courses should include information on a variety of racial/ethnic groups.	1	2	3	4
27. If I have a job-related problem, there is someone on campus I trust to seek help from.	1	2	3	4
28. There is a fair and equitable procedure for resolving grievances.	1	2	3	4

Please indicated your level of satisfaction with each of the following:

	very satisfied	satisfied	dissatisfied	very dissatisfied
29. opportunities for professional development	1	2	3	4
30. input in decisions that affect you personally				
31. safety on campus	1	2	3	4
32. opportunities to participate in shared governance	1	2	3	4
33. institutional image	1	2	3	4
34. campus facilities	1	2	3	4
35. interaction with faculty	1	2	3	4
36. interaction with students	1	2	3	4
37. campus administrative leadership	1	2	3	4
38. extent to which the campus administration willingly share important information with you	1	2	3	4
39. extent to which the campus administration encourage you to develop creative and innovative ideas	1	2	3	4

Please indicate how frequently each of the following statements apply to your experiences at this campus. How many times since coming to this campus have you experienced the following?

	frequently	occasionally	seldom	never
Heard insensitive or disparaging comments about **women** made by:				
40. administrators	1	2	3	4
41. faculty	1	2	3	4
42. classified staff	1	2	3	4
43. students	1	2	3	4
Heard insensitive or disparaging comments about **racial/ethnic minorities** made by:				
44. administrators	1	2	3	4
45. faculty	1	2	3	4
46. classified staff	1	2	3	4
47. students	1	2	3	4
Heard insensitive or disparaging comments about **gays/lesbians** made by:				
48. administrators	1	2	3	4
49. faculty	1	2	3	4
50. classified staff	1	2	3	4
51. students	1	2	3	4
Heard insensitive or disparaging comments about **people with disabilities** made by:				
52. administrators	1	2	3	4
53. faculty	1	2	3	4
54. classified staff	1	2	3	4
55. students	1	2	3	4
Been treated rudely by:				
56. administrators	1	2	3	4
57. faculty	1	2	3	4
58. classified staff	1	2	3	4
59. students	1	2	3	4
Been discriminated against because of my:				
60. race/ethnicity	1	2	3	4
61. gender	1	2	3	4
62. sexual orientation	1	2	3	4
63. disability	1	2	3	4
64. religion	1	2	3	4
65. age	1	2	3	4

Thank you for completing the survey. Re-fold the survey so that "RETURN TO" appears on the outside. Return via school mail before November 17, 1995.

Appendix B

B-1: Responses to Questions 4 to 28, Districtwide

Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Q4: Look forward to going to work	41	32.0	63	49.2	17	13.3	7	5.5
Q5: Employee morale is good	7	5.4	61	46.9	45	34.6	17	13.1
Q6: Personnel treat students fairly	20	15.3	91	69.5	17	13.0	3	2.3
Q7: Positive climate for diversity	29	22.3	74	56.9	22	16.9	5	3.8
Q8: Equal opportunities for women	28	21.9	65	50.8	26	20.3	9	7.0
Q9: Curtailment of sexual harassment	37	29.8	67	54.0	15	12.1	5	4.0
Q10: Too much emphasis on diversity	27	20.8	44	33.8	51	39.2	8	6.2
Q11: Administrators support shared governance	16	12.6	74	58.3	29	22.8	8	6.3
Q12: More courses on ethnic issues	15	12.1	41	33.1	61	49.2	7	5.6
Q13: Comfortable and a sense of belonging	41	31.3	66	50.4	21	16.0	3	2.3
Q14: Racial/ethnic composition of staff should represent student body	16	13.1	44	36.1	47	38.5	15	12.3
Q15: Racial/ethnic composition of students should represent community	14	11.5	56	45.9	40	32.8	12	9.8
Q16: More consideration to disabled students	19	15.4	63	51.2	40	32.5	1	0.8
Q17: Sexist, racist, or homophobic graffiti	9	7.1	33	26.2	60	47.6	24	19.0
Q18: Campus art reflecting diverse cultures	27	21.3	75	59.1	17	13.4	8	6.3
Q19: Hiring unqualified while pursuing diversity	44	34.1	49	38.0	23	17.8	13	10.1
Q20: Have sufficient information about campus	55	42.6	68	52.7	6	4.7	0	0.0
Q21: Blatant discrimination dealt with directly and immediately	18	15.8	59	51.8	23	20.2	14	12.3
Q22: Subtle discrimination dealt with directly and immediately	11	9.8	46	41.1	41	36.6	14	12.5
Q23: Staff concerns heard by administration	11	9.0	59	48.4	39	32.0	13	10.7
Q24: Excellence in job performance is valued	10	8.2	28	23.0	51	41.8	33	27.0
Q25: Feel excluded because of race/ethnicity	7	5.6	15	12.0	67	53.6	36	28.8
Q26: General Ed. should include information on various cultures	16	12.6	81	63.8	23	18.1	7	5.5
Q27: Have someone to seek help from	28	22.0	56	44.1	31	24.4	12	9.4
Q28: Fair procedure for resolving grievances	11	9.2	59	49.6	33	27.7	16	13.4

B-2: Responses to Questions 29 to 39, Districtwide

Questions	Very Satisfied		Satisfied		Dissatisfi-ed		Very Dissatisfi-ed	
	N	%	N	%	N	%	N	%
Q29: Opportunities for professional development	13	10.2	55	43.3	42	33.1	17	13.4
Q30: Input in decisions	12	16.9	22	31.0	25	35.2	12	16.9
Q31: Safety on campus	14	10.9	75	58.1	32	24.8	8	6.2
Q32: Opportunities in shared governance	15	11.8	78	61.4	22	17.3	12	9.4
Q33: Institutional image	11	8.7	74	58.7	37	29.4	4	3.2
Q34: Campus facilities	5	3.8	64	49.2	46	35.4	15	11.5
Q35: Interaction with faculty	12	9.3	80	62.0	29	22.5	8	6.2
Q36: Interaction with students	29	22.3	91	70.0	8	6.2	2	1.5
Q37: Campus administrative leadership	11	8.7	70	55.1	33	26.0	13	10.2
Q38: Administration sharing information	11	8.5	57	44.2	46	35.7	15	11.6
Q39: Administration encouraging creativity	11	8.8	55	44.0	41	32.8	18	14.4

B-3: Responses to Questions 40 to 65, Districtwide

	Frequently		Occasionally		Seldom		Never	
	N	%	N	%	N	%	N	%
Heard insensitive or disparaging comments about **women** made by:								
Q 40: Administrators	6	4.8	17	13.6	27	21.6	75	60.0
Q 41: Faculty	7	5.6	24	19.0	40	31.7	55	43.7
Q 42: Staff	6	4.8	27	21.4	37	29.4	56	44.4
Q 43: Students	11	8.7	36	27.8	30	23.8	50	39.7
Heard insensitive or disparaging comments about **racial/ethnic minorities** made by:								
Q 44: Administrators	4	3.2	10	8.0	27	21.6	84	67.2
Q 45: Faculty	5	4.0	13	10.4	37	29.6	70	56.0
Q 46: Staff	7	5.6	17	13.7	42	33.9	58	46.8
Q 47: Students	7	5.6	32	25.8	39	31.5	46	37.1
Heard insensitive or disparaging comments about **gays/lesbian** made by:								
Q 48: Administrators	0	0.0	6	4.8	24	19.2	95	76.0
Q 49: Faculty	1	0.8	10	8.1	23	18.5	90	72.6
Q 50: Staff	2	1.6	17	13.6	31	24.8	75	60.0
Q 51: Students	5	4.0	24	19.2	28	22.4	68	54.4
Heard insensitive or disparaging comments about **people with disabilities** made by:								
Q 52: Administrators	0	0.0	6	4.8	11	8.8	108	86.4
Q 53: Faculty	0	0.0	6	4.8	11	8.8	108	86.4
Q 54: Staff	3	2.4	3	2.4	18	14.4	101	80.8
Q 55: Students	0	0.0	3	2.4	23	18.4	99	79.2
Been treated rudely by:								
Q 56: Administrators	7	5.5	27	21.3	29	22.8	64	50.4
Q 57: Faculty	12	9.4	38	29.7	38	29.7	40	31.3
Q 58: Staff	10	7.9	31	24.4	44	34.6	42	33.1
Q 59: Students	20	16.0	45	36.0	34	27.2	26	20.8
Been discriminated against due to:								
Q 60: Race/ethnicity	4	3.2	23	18.4	22	17.6	76	60.8
Q 61: Gender	2	1.6	24	19.2	24	19.2	75	60.0
Q 62: Sexual orientation	0	0.0	5	4.1	10	8.1	108	87.8
Q 63: Disability	0	0.0	8	6.5	7	5.6	109	87.9
Q 64: Religion	2	1.6	1	0.8	12	9.7	109	87.9
Q 65: Age	3	2.4	13	10.5	17	13.7	91	73.4

B-4: Percentages of Respondents Who Agreed or Strongly Agreed with Questions 4 to 28 by Gender

Questions	Female		Male	
	Total N	% Agree	Total N	% Agree
Q4: Look forward to going to work	120	78.3	29	86.2
Q5: Employee morale is good	121	49.6	30	63.3
Q6: Personnel treat students fairly	122	84.4	30	83.3
Q7: Positive climate for diversity	121	77.7	30	80.0
Q8: Equal opportunities for women	119	70.6	29	86.2
Q9: Curtailment of sexual harassment	116	86.2	29	79.3
Q10: Too much emphasis on diversity	120	52.5	30	50.0
Q11: Administrators support shared governance	116	71.6	30	60.0
Q12: More courses on ethnic issues	115	46.1	30	53.3
Q13: Comfortable and a sense of belonging	122	83.6	30	80.0
Q14: Racial/ethnic composition of staff should represent student body	114	49.1	29	51.7
Q15: Racial/ethnic composition of students should represent community	115	60.9	28	46.4
Q16: More consideration to disabled students	115	69.6	29	62.1
Q17: Sexist, racist, or homophobic graffiti *	116	28.4	30	56.7
Q18: Campus art reflecting diverse cultures	117	81.2	30	80.0
Q19: Hiring unqualified while pursuing diversity	119	70.6	30	66.7
Q20: Have sufficient information about campus	120	95.0	30	93.3
Q21: Blatant discrimination dealt with directly and immediately	106	67.0	27	59.3
Q22: Subtle discrimination dealt with directly and immediately	104	52.9	26	30.8
Q23: Staff concerns heard by administration	114	58.8	28	50.0
Q24: Excellence in job performance is valued	114	34.2	29	24.1
Q25: Feel excluded because of race/ethnicity	116	14.7	30	20.0
Q26: General Ed. should include information on various cultures	117	78.6	30	63.3
Q27: Have someone to seek help from	118	65.3	30	66.7
Q28: Fair procedure for resolving grievances	111	62.2	28	50.0

* Difference statistically significant at .05 level

B-5 : Percentages of Respondents Who Were Satisfied or Very Satisfied with Questions 29 to 39 by Gender

Questions	Female		Male	
	Total N	% Satisfied	Total N	% Satisfied
Q29: Opportunities for professional development	118	53.4	30	56.7
Q30: Input in decisions	59	40.7	17	64.7
Q31: Safety on campus	120	65.8	30	70.0
Q32: Opportunities in shared governance	117	76.1	30	73.3
Q33: Institutional image	117	69.2	29	65.5
Q34: Campus facilities	121	54.5	30	63.3
Q35: Interaction with faculty	120	74.2	30	66.7
Q36: Interaction with students	121	91.7	30	96.7
Q37: Campus administrative leadership	116	62.9	30	60.0
Q38: Administration sharing information	120	54.2	30	43.3
Q39: Administration encouraging creativity	116	52.6	30	46.7

* Difference statistically significant at .05 level

B-6: Frequencies of Hearing Insensitive or Disparaging Comments about People with Particular Attributes by Gender

	Female			Male		
	Total N	% F/O	% S/N	Total N	% F/O	% S/N
Heard insensitive or disparaging comments about **women** made by:						
Q 40: Administrators	115	19.1	80.9	29	13.8	86.2
Q 41: Faculty	114	22.8	77.2	30	20.0	80.0
Q 42: Staff	115	27.0	73.0	30	26.7	73.3
Q 43: Students	115	32.2	67.8	30	43.3	56.7
Heard insensitive or disparaging comments about **racial/ethnic minorities** made by:						
Q 44: Administrators	115	12.2	87.8	29	10.3	89.7
Q 45: Faculty	115	15.7	84.3	29	13.8	86.2
Q 46: Staff	115	19.1	80.9	29	20.7	79.3
Q 47: Students	115	30.4	69.6	29	37.9	62.1
Heard insensitive or disparaging comments about **gays/lesbian** made by:						
Q 48: Administrators	115	5.2	94.8	29	6.9	93.1
Q 49: Faculty	114	7.9	92.1	29	13.8	86.2
Q 50: Staff *	115	9.6	90.4	29	37.9	62.1
Q 51: Students *	115	17.4	82.6	29	48.3	51.7
Heard insensitive or disparaging comments about **people with disabilities** made by:						
Q 52: Administrators	115	5.2	94.8	29	3.4	96.6
Q 53: Faculty	115	4.3	95.7	29	6.9	93.1
Q 54: Staff	115	4.3	95.7	29	6.9	93.1
Q 55: Students	115	2.6	97.4	29	6.9	93.1
Been treated rudely by:						
Q 56: Administrators	116	25.9	74.1	30	26.7	73.3
Q 57: Faculty	117	39.3	60.7	30	36.7	63.3
Q 58: Staff	116	28.4	71.6	30	36.7	63.3
Q 59: Students	114	53.5	46.5	30	36.7	63.3
Been discriminated against due to:						
Q 60: Race/ethnicity	114	19.3	80.7	30	23.3	76.7
Q 61: Gender	114	20.2	79.8	29	17.2	82.8
Q 62: Sexual orientation	112	4.5	95.5	30	0.0	100.0
Q 63: Disability	113	6.2	93.8	30	3.3	96.7
Q 64: Religion	113	1.8	98.2	30	3.3	96.7
Q 65: Age	113	13.3	86.7	30	13.3	86.7

* Difference statistically significant at .05 level
F/O : Frequently or Occasionally
S/N : Seldom or Never

B-7: Percentages of Respondents Who Agreed or Strongly Agreed with Questions 4 to 28 by Ethnicity

Questions	White		Non-White	
	Total N	% Agree	Total N	% Agree
Q4: Look forward to going to work	78	83.3	67	79.1
Q5: Employee morale is good	78	51.3	69	56.5
Q6: Personnel treat students fairly *	79	91.1	69	76.8
Q7: Positive climate for diversity *	78	85.9	69	71.0
Q8: Equal opportunities for women	76	75.0	69	73.9
Q9: Curtailment of sexual harassment	77	87.0	65	84.6
Q10: Too much emphasis on diversity *	78	61.5	68	41.2
Q11: Administrators support shared governance	77	72.7	66	68.2
Q12: More courses on ethnic issues *	74	29.7	69	66.7
Q13: Comfortable and a sense of belonging	79	84.8	69	81.2
Q14: Racial/ethnic composition of staff should represent student body *	75	32.0	66	68.2
Q15: Racial/ethnic composition of students should represent community	74	52.7	67	64.2
Q16: More consideration to disabled students	72	68.1	69	68.1
Q17: Sexist, racist, or homophobic graffiti	76	34.2	66	36.4
Q18: Campus art reflecting diverse cultures	77	87.0	67	73.1
Q19: Hiring unqualified while pursuing diversity	78	76.9	68	61.8
Q20: Have sufficient information about campus	79	97.5	67	92.5
Q21: Blatant discrimination dealt with directly and immediately	69	71.0	61	59.0
Q22: Subtle discrimination dealt with directly and immediately	67	52.2	60	45.0
Q23: Staff concerns heard by administration	74	62.2	65	52.3
Q24: Excellence in job performance is valued	74	32.4	66	31.8
Q25: Feel excluded because of race/ethnicity	76	15.8	67	14.9
Q26: General Ed. should include information on various cultures	77	67.5	68	82.4
Q27: Have someone to seek help from	78	69.2	66	60.6
Q28: Fair procedure for resolving grievances	70	62.9	67	58.2

* Difference statistically significant at .05 level

B-8: Percentages of Respondents Who Were Satisfied or Very Satisfied with Questions 29 to 39 by Ethnicity

Questions	White		Non-White	
	Total N	% Satisfied	Total N	% Satisfied
Q29: Opportunities for professional development	77	55.8	67	52.2
Q30: Input in decisions	42	47.6	33	42.4
Q31: Safety on campus	78	71.8	68	57.4
Q32: Opportunities in shared governance	75	81.3	68	69.1
Q33: Institutional image	77	68.8	65	67.7
Q34: Campus facilities	79	51.9	68	57.4
Q35: Interaction with faculty	78	76.9	68	69.1
Q36: Interaction with students	79	93.7	68	91.2
Q37: Campus administrative leadership	77	66.2	65	58.5
Q38: Administration sharing information	78	57.7	68	44.1
Q39: Administration encouraging creativity	76	55.3	68	47.1

* Difference statistically significant at .05 level

B-9: Frequencies of Hearing Insensitive or Disparaging Comments about People with Particular Attributes by Ethnicity

	White			Non-White		
	Total N	% F/O	% S/N	Total N	% F/O	% S/N
Heard insensitive or disparaging comments about **women** made by:						
Q 40: Administrators	75	14.7	85.3	66	22.7	77.3
Q 41: Faculty	75	18.7	81.3	66	27.3	72.7
Q 42: Staff	76	19.7	80.3	66	34.8	65.2
Q 43: Students	77	35.1	64.9	65	35.4	64.6
Heard insensitive or disparaging comments about **racial/ethnic minorities** made by:						
Q 44: Administrators *	75	5.3	94.7	66	18.2	81.8
Q 45: Faculty *	75	5.3	94.7	66	27.3	72.7
Q 46: Staff *	75	6.7	93.3	65	33.8	66.2
Q 47: Students	76	26.3	73.7	64	40.6	59.4
Heard insensitive or disparaging comments about **gays/lesbian** made by:						
Q 48: Administrators	75	4.0	96.0	66	7.6	92.4
Q 49: Faculty	75	6.7	93.3	65	10.8	89.2
Q 50: Staff	75	12.0	88.0	66	19.7	80.3
Q 51: Students	75	21.3	78.7	66	27.3	72.7
Heard insensitive or disparaging comments about **people with disabilities** made by:						
Q 52: Administrators	75	4.0	96.0	66	6.1	93.9
Q 53: Faculty	75	4.0	96.0	66	6.1	93.9
Q 54: Staff	75	4.0	96.0	66	6.1	93.9
Q 55: Students	75	2.7	97.3	66	4.5	95.5
Been treated rudely by:						
Q 56: Administrators	77	23.4	76.6	67	28.4	71.6
Q 57: Faculty	77	33.8	66.2	68	47.1	52.9
Q 58: Staff	77	23.4	76.6	66	39.4	60.6
Q 59: Students	76	44.7	55.3	66	54.5	45.5
Been discriminated against due to:						
Q 60: Race/ethnicity *	76	6.6	93.4	66	36.4	63.6
Q 61: Gender	75	12.0	88.0	66	25.8	74.2
Q 62: Sexual orientation	76	0.0	100.0	64	6.3	93.8
Q 63: Disability	76	5.3	94.7	65	6.2	93.8
Q 64: Religion	76	0.0	100.0	65	4.6	95.4
Q 65: Age *	76	7.9	92.1	65	21.5	78.5

* Difference statistically significant at .05 level
F/O : Frequently or Occasionally
S/N : Seldom or Never

B-10: Percentages of Respondents Who Agreed or Strongly Agreed with Questions 4-28 by the Number of Years at the Campus

Questions	3 years or less		4 - 6 years		7 - 10 years		11 - 15 years		16 or more years	
	N	% agree	N	% agree	N	% agree	N	% agree	N	% agree
Q4: Look forward to going to work	24	95.8	41	78.0	30	76.7	18	94.4	34	73.5
Q5: Employee morale is good	24	66.7	42	64.3	29	44.8	19	52.6	35	40.0
Q6: Personnel treat students fairly	24	95.8	42	85.7	30	90.0	19	68.4	35	80.0
Q7: Positive climate for diversity	24	91.7	42	85.7	30	76.7	18	66.7	35	65.7
Q8: Equal opportunities for women	24	95.8	42	66.7	29	72.4	19	73.7	34	70.6
Q9: Curtailment of sexual harassment	24	95.8	40	75.0	29	82.8	19	89.5	32	90.6
Q10: Too much emphasis on diversity	24	33.3	42	50.0	29	58.6	19	57.9	34	52.9
Q11: Administrators support shared governance	24	83.3	42	66.7	30	76.7	17	64.7	31	64.5
Q12: More courses on ethnic issues	22	45.5	40	47.5	29	55.2	17	47.1	35	45.7
Q13: Comfortable and a sense of belonging	24	91.7	42	73.8	30	83.3	19	84.2	35	85.7
Q14: Staff ethnic composition should represent student body	22	31.8	40	50.0	29	41.4	18	55.6	34	67.6
Q15: Student ethnic composition should represent community	22	54.5	40	52.5	29	58.6	18	55.6	34	70.6
Q16: More consideration to disabled students	23	73.9	41	58.5	28	67.9	17	76.5	33	69.7
Q17: Seen sexist, racist, or homophobic graffiti	23	21.7	41	41.5	30	26.7	18	50.0	32	31.3
Q18: Campus art reflecting diverse cultures	24	83.3	41	68.3	30	80.0	18	94.4	33	87.9
Q19: Hiring unqualified while pursuing diversity	24	79.2	40	72.5	30	66.7	18	77.8	35	60.0
Q20: Have sufficient information about campus	24	100.0	42	95.2	29	86.2	18	100.0	35	94.3
Q21: Blatant discrimination dealt with directly *	19	89.5	39	69.2	29	44.8	15	53.3	29	72.4
Q22: Subtle discrimination dealt with directly	19	73.7	37	43.2	28	35.7	15	46.7	29	51.7
Q23: Staff concerns heard by administration	23	78.3	39	56.4	30	50.0	17	70.6	31	45.2
Q24: Excellence in job performance is valued *	24	66.7	40	30.0	28	21.4	18	16.7	32	25.0
Q25: Feel excluded because of race/ethnicity	23	8.7	42	14.3	29	17.2	18	11.1	33	21.2
Q26: General Ed. should include information on various cultures	24	70.8	42	69.0	28	85.7	17	88.2	35	74.3
Q27: Have someone to seek help from	24	87.5	41	61.0	30	60.0	18	66.7	33	60.6
Q28: Fair procedure for resolving grievances *	22	86.4	39	48.7	28	46.4	17	76.5	32	59.4

* Difference statistically significant at .05 level

B-11: Percentages of Respondents Who Were Satisfied or Very Satisfied with Questions 29-39 by the Number of Years at the Campus

Questions	3 years or less		4 -6 years		7-10 years		11-15 years		16 or more years	
	N	%	N	N	%	%	N	%	N	%
Q29: Opportunities for professional development	23	65.2	41	51.2	30	46.7	18	55.6	34	52.9
Q30: Input in decisions *	12	75.0	21	28.6	14	57.1	12	58.3	17	29.4
Q31: Safety on campus	24	70.8	42	78.6	30	66.7	18	44.4	34	64.7
Q32: Opportunities in shared governance	23	82.6	42	73.8	29	79.3	18	72.2	33	72.7
Q33: Institutional image	24	70.8	41	70.7	30	63.3	17	64.7	32	71.9
Q34: Campus facilities	24	58.3	42	57.1	30	53.3	18	55.6	35	51.4
Q35: Interaction with faculty	24	83.3	42	71.4	30	66.7	17	64.7	35	80.0
Q36: Interaction with students	24	87.5	42	95.2	30	90.0	18	94.4	35	94.3
Q37: Campus administrative leadership *	23	91.3	40	67.5	30	53.3	18	50.0	33	54.5
Q38: Administration sharing information *	23	82.6	42	45.2	30	50.0	18	38.9	35	48.6
Q39: Administration encouraging creativity	23	69.6	41	51.2	29	48.3	17	47.1	35	48.6

* Difference statistically significant at .05 level

B-12: Frequencies of Hearing Insensitive or Disparaging Comments about People with Particular Attributes by the Number of Years at the Campus

	3 years or less			4 to 6 years			7 to 10 years			11 to 15 years			16 or more years		
	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)
Heard insensitive or disparaging comments about **women** made by:															
Q40: Administrators	23	4.3	95.7	41	12.2	87.8	28	21.4	78.6	18	33.3	66.7	33	24.2	75.8
Q41: Faculty *	23	13.0	87.0	41	17.1	82.9	28	25.0	75.0	19	52.6	47.4	32	15.6	84.4
Q42: Staff	23	21.7	78.3	41	19.5	80.5	29	27.6	72.4	19	52.6	47.4	32	21.9	78.1
Q43: Students	24	29.2	70.8	41	36.6	63.4	28	25.0	75.0	19	52.6	47.4	32	34.4	65.6
Heard insensitive or disparaging comments about **racial/ethnic minorities** made by:															
Q44: Administrators	23	4.3	95.7	41	9.8	90.2	28	14.3	85.7	18	22.2	77.8	33	9.1	90.9
Q45: Faculty	23	8.7	91.3	41	14.6	85.4	28	17.9	82.1	18	11.1	88.9	33	18.2	81.8
Q46: Staff	23	4.3	95.7	40	20.0	80.0	28	28.6	71.4	18	22.2	77.8	33	18.2	81.8
Q47: Students	24	25.0	75.0	40	27.5	72.5	28	25.0	75.0	18	50.0	50.0	32	37.5	62.5
Heard insensitive or disparaging comments about **gays/lesbians** made by:															
Q48: Administrators	23	0.0	100.0	41	2.4	97.6	28	3.6	96.4	18	11.1	88.9	33	12.1	87.9
Q49: Faculty	23	4.3	95.7	41	7.3	92.7	28	3.6	96.4	18	16.7	83.3	32	15.6	84.4
Q50: Staff	23	8.7	91.3	41	22.0	78.0	29	10.3	89.7	18	16.7	83.3	32	18.8	81.3
Q51: Students	23	13.0	87.0	41	31.7	68.3	29	13.8	86.2	18	33.3	66.7	32	28.1	71.9
Heard insensitive or disparaging comments about **people with disabilities** made by:															
Q52: Administrators	23	4.3	95.7	41	2.4	97.6	29	6.9	93.1	17	5.9	94.1	33	6.1	93.9
Q53: Faculty	23	8.7	91.3	41	2.4	97.6	29	10.3	89.7	18	0.0	100.0	32	3.1	96.9
Q54: Staff	23	4.3	95.7	41	2.4	97.6	29	10.3	89.7	18	5.6	94.4	32	3.1	96.9
Q55: Students	23	0.0	100.0	41	0.0	100.0	29	10.3	89.7	18	5.6	94.4	32	3.1	96.9

* Difference statistically significant at .05 level

B-13: Frequencies of Being Treated Rudely or Discriminated Based on a Particular Attribute by the Number of Years at the Campus

	3 years or less			4 to 6 years			7 to 10 years			11 to 15 years			16 or more years		
	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)	#	F/O (%)	S/N (%)
Been treated rudely by:															
Q56: Administrators	24	12.5	87.5	41	19.5	80.5	28	35.7	64.3	19	36.8	63.2	33	30.3	69.7
Q57: Faculty	24	16.7	83.3	41	41.5	58.5	28	50.0	50.0	19	57.9	42.1	34	38.2	61.8
Q58: Staff	24	29.2	70.8	41	26.8	73.2	29	51.7	48.3	19	31.6	68.4	32	21.9	78.1
Q59: Students	24	50.0	50.0	40	45.0	55.0	28	53.6	46.4	19	68.4	31.6	32	46.9	53.1
Been discriminated due to:															
Q60: Race/ethnicity	24	8.3	91.7	41	24.4	75.6	27	22.2	77.8	19	26.3	73.7	32	21.9	78.1
Q61: Gender	23	8.7	91.3	41	17.1	82.9	27	22.2	77.8	18	33.3	66.7	33	21.2	78.8
Q62: Sexual orientation	23	0.0	100.0	41	2.4	97.6	26	7.7	92.3	19	5.3	94.7	32	3.1	96.9
Q63: Disability	23	0.0	100.0	41	4.9	95.1	28	10.7	89.3	18	5.6	94.4	32	6.3	93.8
Q64: Religion	23	0.0	100.0	41	2.4	97.6	27	7.4	92.6	19	0.0	100.0	32	0.0	100.0
Q65: Age	23	13.0	87.0	41	9.8	90.2	27	18.5	81.5	19	15.8	84.2	32	15.6	84.4

* Difference statistically significant at .05 level

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